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**THE IMPACT OF THE BOARD OF REGENTS'
MANDATED PLANNING PROCESS ON A
SAMPLE OF MASSACHUSETTS COMMUNITY COLLEGE
LONG-RANGE PLANS**

A Dissertation Presented

By

David Michael Bartley

**Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of**

DOCTOR OF EDUCATION

May 1988

Education



David Michael Bartley

1988

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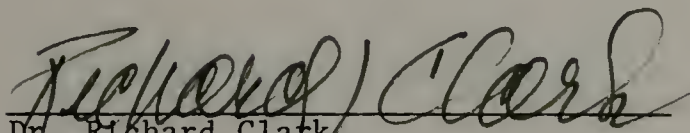
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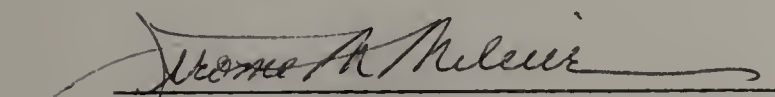
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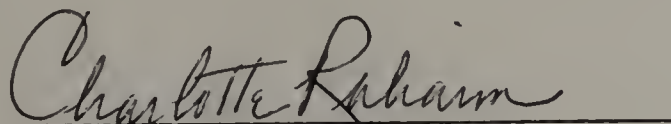
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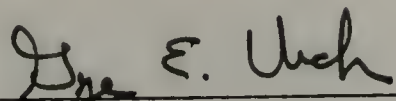
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DEDICATION

To my wife, Bette, and my children, David,
Myles, and Susan, for their support and
unending patience.

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Many people have played a part in bringing me to the conclusion of my doctoral program. My special thanks and gratitude to:

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- The Trustees and staff at Holyoke Community College who gave me the opportunity to work on the degree.
- My colleagues, family and friends for being there when needed.

ABSTRACT

THE IMPACT OF THE BOARD OF REGENTS' MANDATED PLANNING PROCESS ON A SAMPLE OF MASSACHUSETTS COMMUNITY COLLEGE LONG-RANGE PLANS

May 1988

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The study was undertaken to analyze the impact of the Board of Regents' mandated planning process upon the long-range plans of three Massachusetts public community colleges. The need for such planning has been underscored by the decline in the birth rate which began twenty years ago and is affecting college enrollments now and through the remainder of the century. Shrinking resources are also making strategic planning absolutely imperative.

The plans of a number of other states were reviewed in addition to an in-depth analysis of the plans of Greenfield, Holyoke, and Springfield Technical Community Colleges over a three-year period from 1982 to 1985.

The study attempts to answer the question of whether the long-range planning process at each of the campuses resulted in progress regarding mission statement as it relates to excellence in instruction; provision

of associate degree programs (transfer and career) and programs in paraprofessional, technical, and service fields; basic skills assessment and developmental education; and provision of community service and continuing education programs. In addition, progress was measured in terms of access, admissions, retention, and articulation, program planning and review and enrollment management.

The analysis of the plans of the three colleges over the period of three years indicated progress particularly in the areas of excellence in instruction, basic skills assessment, developmental programs, and community service and continuing education. In addition, issues of access, admission, and retention were important areas of progress with articulation just beginning to be a key concern. Enrollment management was not yet being addressed in the plans as a primary concern, especially in terms of the elderly, returning college graduates in need of additional or upgraded skills, and mature women seeking job opportunities in traditionally non-female career fields.

The necessity of linking long-range planning to budgeting was evidenced through this study and the need to tie the next round of five-year plans to fiscal solutions extending over the same period was discussed.

Suggestions for future research were presented, one of which stressed the need to analyze the traditional twelve-month budget cycle.

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CHAPTER ONE

INTRODUCTION

This study is undertaken in an effort to analyze the impact of the Board of Regents' mandated planning process upon the long range plans of three Massachusetts public community colleges. Since 1982, this process has demanded that public higher education direct a major planning effort toward such issues as:

- identification of institutional priorities
- correlation between objectives and implementation of plans to enrollment and resources
- new program priorities
- program review process
- linkages with other institutions to provide services effectively
- admission standards
- expanding and improving transfer articulation
- responsibility for providing remedial education
- role of continuing education in terms of mission
- expanding minority access
- enrollment planning

The need for such planning has been underscored by the decline in the birthrate which began some twenty years ago, is affecting college enrollments now, and will continue to affect educational institutions throughout the remainder of this century. In addition, changes in

federal fiscal policies which may reduce or shift the resources available to pay for higher education are making such a strategic planning process absolutely imperative. Hand in hand with this is the accountability factor - the need for a road map for the colleges - where they have been and where they are going - to show the decision makers the things which colleges have accomplished and can yet accomplish if given the dollars, the latitude, and the potential to reach out to students.

Plans of other states, (see Chapter 2) present a common group of factors regarding planning. They include such concerns as access, quality, diversity, and accountability. Although the setting emphasizes the uniqueness of the individual states' planning environments, clearly there are similar issues.

Not only in Massachusetts but across the country, the crux of educational planning, as stated by Halstead (1974) is "the prearrangement of policy and methods to guide work toward given objectives (p. 3). In the view of L. G. Henderson (1978), planning is here to stay, and we can use it to our advantage or allow others to misuse it to our disadvantage (Quoted by Van Ausdle, p. 16).

S. V. Martorana (1974) in his discussion of the relevant condition of higher education in the United States cites the following factors which make planning imperative:

- 1) the influence of outside decision makers;
- 2) the interest in accountability;
- 3) the width and breadth of the definition of higher education, emphasizing not just bachelor and higher degree granting

institutions but also vocational, technical, and community colleges;

- 4) change from institutional mission statements to multiple delivery systems within the state overall plan; and
- 5) the almost obvious need for accurate information for purposes of decision making (pp. 2-6).

STATEMENT OF THE PROBLEM

In order to put the problem in its proper perspective, a brief historical overview of the growth of public higher education, changes in governance, and consideration of mission need to be presented.

Massachusetts is a highly industrialized, diverse, and complex state with a rich heritage featuring some of the foremost educational institutions in the nation. The needs of her citizens and her institutions are correspondingly complex and are intimately related to the educational resources available. Prestigious private institutions of the first rank and a broad spectrum of smaller private colleges and schools are spread across the Commonwealth. Co-existing and often interacting with this network are the public institutions of higher education, including three state universities located on five campuses, nine four-year state colleges, and fifteen two-year community colleges. It is this public sector of higher education which has experienced the most explosive growth during the sixties and seventies. The public higher education system includes the university system (three universities with multi campuses), state college system (with nine campuses), and the community college system with fifteen campuses. All

of them are governed by a gubernatorially (politically) appointed Board of Regents.

The administration and management of the institutions within the system has been a catch-up task where the rules, the requirements, and the resources available were altered rapidly and erratically. The system would not stand still long enough to be dispassionately or comprehensively defined.

There are increasing numbers of non-traditional students (older, women, and minority students), who impact or are affected by the delivery of higher education. Available resources to serve this increasingly diverse student population have ranged from superabundance to austerity. Problems have been particularly acute for the public sector of higher education in Massachusetts; for example, higher education funding from 1976 to 1980 was below the inflation rate even though enrollments increased.

There were various attempts in the 1970's to centralize, decentralize, and regionalize the higher education system, and this reorganization occurred in 1981. The position of the Secretary of Education was created, with no real control, and abolished nine years later. To further complicate matters, in 1983 the Governor appointed his educational advisor and gave that individual cabinet status.

Shifts in focus, projected needs, priorities, resources, and a variety of perceived territorial imperatives have all impressed themselves upon a system which refuses to yield to formal consensus. Yet formal consensus is absolutely required if directed planning and management are to take place. An example of a territorial imperative is

the University of Massachusetts in Boston teaching courses in Concord, Lexington, and Wellesley. Should UMass Boston have a separate board of trustees? Should the medical school have a separate board because of its "uniqueness"? Also, there are four community colleges within a 15- to 20-mile radius (Bunker Hill, North Shore, Massachusetts Bay and Middlesex); should they be centralized? There are two community colleges and one state college within a nine-mile radius (Holyoke Community College, Springfield Technical Community College, and Westfield State College); should they be merged? One Regent, Frank Freedman, called for such consolidation. (Closing or merging a college is about as easy as moving a cemetery).

The alternative to formal consensus is a continual struggle for control among vested and often polarized interests with new plans and structures emerging after each conflict.

A major reorganization of the system for providing higher education in Massachusetts had been effected by legislative fiat in 1980 through the budgetary process. On June 10, 1980, as an outside section of the budget, Chapter 15A of the General Laws as amended by Chapter 329 of the Acts of 1980 created a centralized and powerful Board of Regents consisting of fifteen members appointed by the Governor. The Board has the power to set policy and standards, to bargain collectively, and to determine programs. Actions which involve entire divisions, schools, stations, and colleges, branches, or institutions require a written report to the legislature, public hearings, and a full two-thirds approval of the Board. Individual boards of trustees at each

institution have substantial responsibility for the management and administration of individual institutions.

The Board submits a consolidated budget to the Governor and the House and Senate Ways and Means Committee. The legislature sets the amount of specific funds in personnel accounts for each institution. The Board would need approval from both Ways and Means Committees and from Administration and Finance to appropriate funding below the levels determined by the legislature. This means that, in actuality, the Board controls only about 15 percent of each institution's budget.

This reorganization plan was approved on June 10, 1980, as an outside section of the state budget!

A major problem had been the lack of a comprehensive statement of the mission of higher education and a clear definition of components and roles within the higher education system. Prior to 1982, formal planning documents were not required and did not exist. The budget process, however, required planning assumptions addressing such issues as access and its bearing on enrollments, quality, diversity, and accountability. These were then formalized only in the actual budget requests which were presented to the governing boards which existed. These budget requests were often only a calculated estimate by the college administration of what it thought the governing bodies of the Commonwealth might approve. In fact, they were referred to as "wish lists."

In 1982, the Regents directed that mission statements were to be developed by each institution within guidelines established in the Regent's Long-Range Plan for Public Higher Education in Massachusetts;

Phase I. These were included in the first cycle of plans but needed revision, according to the Regents, in such areas as consistency of mission statement and implementation plans with Regents' guidelines and planning directives contained in Phase I of the long-Range Plan.

The mission statements, however, were so broad that programmatic limitation was only a problem of mental creativity.

With the adoption of Phase I of the long range planning process, a series of policy initiatives was set in motion by the Board of Regents. These initiatives were to ensure a system of public higher education which was accessible and of high quality, and which would respond to ever-changing educational needs while being accountable to the public which supports it.

In addition to requiring mission statements to be developed by public higher education institutions, the plan guidelines also required institutions to address the following issues defining specific objectives and timetables for the accomplishment of them:

Access

- I. Program Access
- II. Admissions
- III. Developmental Education
- IV. Retention
- V. Articulation
- VI. Continuing Education

Academic Program Planning and Review

- I. Program Planning
 - A. Statewide Planning

- B. Regional Planning
- C. Institutional Planning
- II. Program Review
 - A. Systemwide Reviews
 - B. Program Audit
 - C. Institutional Reviews

Future Directions

- I. Enrollment Management
- II. Financing of Higher Education
- III. Revision of the Long-Range Plan

Institutions submitted their first Plans in 1982, and these were evaluated by the Board of Regents according to the following range of actions:

1. Acceptance - without conditions other than the requirement for annual revision
2. Qualified Acceptance - request for specific information or specific modifications to be provided according to a specified timetable
3. Deferral - due to substantial qualifications or reservations concerning certain aspects of the Plan. The entire Plan would have to be submitted within a specified timeframe.
4. Rejection - substantive weaknesses which render the Plan inappropriate for acceptance or deferral. The institution would have to revise and reorganize its planning effort within a specified period of time, usually no longer than six months. Members of the Regents' staff and leaders in the institution

would be required to meet to facilitate the correction of weaknesses in the Plan.

It should be noted that this range of action was adopted at the Board of Regents meeting on May 10, 1983, after the institutions had been involved over the course of many months in formulating and writing their Plans.

For the first year, the following elements were evaluated from the Plans submitted:

1. Mission Statement
2. Institutional Priorities
3. New Program Priorities
4. Program Review Process
5. Linkages
6. Timelines/Implementation

It should also be noted that this information appeared in the "Massachusetts Board of Regents Campus Plan Evaluation Summary," dated June, 1983.

All three of the plans for the colleges included in this study were accepted with suggestions for areas of improvement to be addressed in the second year.

For the second year, the following guidelines appeared in the "1984 Campus Plan Guidelines," and these were to be followed for the 1984 update:

1. Provide a progress report on meeting major objectives in relation to the timetables identified in the 1983 Plan, including both internal and external constraints which may have

affected the institution's ability to achieve its objectives. (Comments about the budget process, in particular, were solicited).

2. Indicate the steps taken to address areas which had been neglected or weaknesses which existed in the original Plan.
3. Indicate the impact of the interim admissions process, enrollments, or program offerings to date as well as the anticipated effect upon these areas if the admissions standards are adopted permanently.
4. Report on programs in expanding and improving transfer articulation.
5. Report on steps being taken to improve the recruitment and retention of minorities.

The Plans of each of the institutions studied were accepted for the second year with suggestions again being given for areas of improvement to be addressed in the second year.

The "1984 Campus Plan Guidelines" also set forth the deadline for submission of the 1984 Campus Plan as May 1, 1984. Progress was now being made in submitting the guidelines in advance. Plans submitted for the third year were also accepted, again with recommendations for improvement in the fourth year.

The following year, the "1985 Campus Plan Update Guidelines," were issued indicating that enrollment planning would be emphasized for that particular cycle.

The guidelines included the following:

1. Progress report on Campus Plan implementation, including important new initiatives proposed, reasons for delays in implementing previous recommendations, and a list of accomplishments since the last update.
2. Description of the relationship between the Plan and budget priorities for FY86 and FY87.
3. Description of how institutional program reviews, accreditation self-studies and reports, and the like are being incorporated into the institution's Plan.
4. Description of steps being taken to improve recruitment and retention of minority and other non-traditional students, along with supporting data.

The guidelines also asked for a Five-Year Enrollment Plan to be developed according to specific enrollment planning guidelines. This Plan was to be submitted by November 1, 1985.

For 1985, the Campus Plan Update was due on June 15, 1985; and in addition, the institutions were told to develop a Five-Year Enrollment Plan which was due on November 1, 1985.

The enrollment planning was to be integrated with the long-range planning process. The report was to have particular emphasis on:

1. Assuring that every campus has an operational effective enrollment planning process;
2. Improving the quality and usefulness of demographic and student choice data which is essential to this planning process;
3. Facilitating the exchange of information and expertise in

enrollment forecasting and modeling in order to enhance enrollment planning and management capabilities.

To facilitate the enrollment planning process, the Board promised to supply state and local demographic projections and provide technical support which would include a prototype interactive campus enrollment planning model.

For 1986, the Regents issued "Enrollment Planning Project and 1986 Campus Planning Guidelines." These guidelines focused mainly on the Enrollment Planning Project (EEP) which had been initiated the previous year and which had three objectives as stated in these guidelines:

1. to strengthen campus level enrollment planning;
2. to provide a longer-term demographic context for planning;
3. to create a systemwide framework for coordinated enrollment planning for public higher education.

The guidelines discussed the accomplishments since the enrollment planning project was begun as well as tasks remaining to be done. Longer-term objectives were included centering around recruitment and enrollment trends, the concern being the projected drop in high school seniors between 1985 and 1995, 56 percent of which is predicted to occur in the next five to seven years.

A number of deadlines were included in the guidelines:

Preliminary Adjusted Forecasts were to be submitted by January 31, 1986 showing:

1. "a raw unadjusted" five-year forecast based upon the assumption that historical enrollment rates would continue and the only changes would be caused by projected demographic changes.

2. a "preliminary adjusted" five-year forecast based upon a decision to alter institutional rates (application, yield, retention, and progression rates) consonant with campus objectives, resources and demographic realities. (Any change between this forecast and the raw unadjusted forecast would have to be explained).
3. identification of historical trends or recent changes which might impact positively or negatively on future enrollments (such as an increase in part-time students).
4. a list of strategic campus enrollment planning issues which need to be discussed further and integrated into the campus Long-Range Plan (such as a greater emphasis on developmental education and retention).

In view of the enrollment planning activities and deadlines, the Campus Plan Update was determined to be optional in 1986. However, the deadline for the Five-Year Campus Enrollment Plan was set for June 20, 1986. The following information was to be included:

1. identification of major factors, beyond demographic trends, which have been considered as part of the broader context of enrollment planning, including critical areas of uncertainty.
2. identification and discussion of strategic enrollment planning objectives accompanied by implementation plans which consider the fiscal and academic consequences and which are consistent with the institution's mission (the consequences of program development, resource acquisition and reallocation and

revision, or refinement of institutional mission to be looked at closely).

3. confirmation of or revision of the preliminary adjusted forecast submitted in January with explanations for any substantial changes.
4. description of the enrollment planning process presently existing as well as what is being done to enhance this process. Emphasis should be given to how the process is being integrated with campus planning areas such as academic programming, student services, admissions, and facilities planning.

It becomes apparent in tracking the development of the long-range planning process that what began as a mandate to every college and university in the system has evolved through very few guidelines in the first year to a number of specific planning agenda in the second and third years to a specific effort directed at enrollment planning for the fourth and current year.

This "pioneering effort" as it was referred to by two vice chancellors in the Regents' office called for a Herculean task on the part of the institutions who have, for the last three years, developed planning instruments on a trial-and-error basis at first, and then according to specific guidelines covering a number of areas previously mentioned.

Now the planning focus apparently comes down to the heart of the matter as mentioned in the early part of this introduction--the effect of the declining birthrate which will affect institutions of higher education until the last years of this century and most pronounced in

the next five to seven years. Thus, the focus of planning has shifted to enrollment planning.

The effectiveness of the planning efforts over the past several years up to and including the enrollment planning thrust need to be examined, and this study will attempt to assess such effectiveness.

PURPOSE OF THE STUDY

The task of this study will be to look at three public community colleges: Greenfield Community College, Holyoke Community College, and Springfield Technical Community College, to analyze the impact of the Board of Regents' mandated planning process upon the long-range plans of these colleges.

In the years 1983 through 1985, the mandate was to address the issues previously mentioned including:

- 1) Access
- 2) Academic program planning and review
- 3) Future directions

In 1986, the mandate was to focus on enrollment and to develop a specific enrollment plan.

This study will include the Long-Range Plans of the colleges selected from 1983 through 1985 and a specifically mandated enrollment plan in 1986 which was to include the following:

1. A raw "unadjusted" five year forecast based upon the assumption that the historical enrollment rates built into the model will continue.

2. A "preliminary adjusted" five year forecast based upon the decision to alter, where appropriate, institutional rates (i.e., application, yield, retention and progression rates) consonant with campus objectives, resources and demographic realities.
3. Identification of historical trends or recent changes which seem of particular importance because they have a positive or negative impact on future enrollments.
4. A list of strategic campus enrollment planning issues which need further discussion and integration into the campus's long range planning.

This analysis would include the planning period from 1983 through 1985 and a specific mandated enrollment planning process in 1986.

RESEARCH QUESTIONS

The study will attempt to answer the following research questions:

- I. **HAS THE LONG RANGE PLANNING PROCESS AT EACH OF THE CAMPUSES RESULTED IN PROGRESS IN THE FOLLOWING AREAS OF CONCERN?**

A. Mission Statement

1. Has each institution included the comprehensive mission statement which has been endorsed by all major components within the higher education systems?
2. Does each Plan contain a mission statement which includes an emphasis on:
 - a. excellence in instruction;
 - b. provision of associate degree;

- c. programs in paraprofessional, technical, and service fields;
- d. provision of transfer programs;
- e. provision of certificate programs in specialized areas;
- f. primary responsibility within the public system for basic skills assessment and developmental education programs; and
- g. provision of community service and continuing education programs, community development programs and services, and other special programs, cultural activities and services as needed and appropriate for the service area?

B. Access

- 1. Program Access - what steps are being taken to remove barriers to access such as cost, social and educational background, and physical handicaps?
- 2. Admissions - What steps are being taken to match student needs and abilities with institutional programmatic strengths? What support services are being provided for high-risk high school graduates, holders of GED certificates, and older students returning to college?
- 3. Developmental Education - What steps are being taken to provide programs to develop pre-collegiate skills which allow students to pursue a college education successfully and to develop self-confidence, self-respect, and

self-discipline as well as positive attitudes regarding learning?

4. Retention - What steps are being taken to communicate to the high schools the necessary competencies students will require in college and to develop with the schools appropriate programs to prepare the students adequately? In addition, what steps are being taken to assess incoming students to determine placement in appropriate courses?
5. Articulation - What steps are being taken to develop curriculum articulation between secondary schools and the community colleges and between the community colleges and the four-year institutions?
6. Continuing Education - What steps are being taken to provide instructional and programmatic quality comparable to on-campus state-supported instruction and to coordinate among institutions to maximize outreach and provide necessary educational services?

C. Academic Program Planning and Review

1. Program Planning - What steps are being taken to participate in regional planning efforts and do the institutions have an appropriate planning process in place as mandated by the Legislature?
2. Program Review - What steps are being taken to institute and maintain program review processes as an essential part of the academic planning responsibilities?

II. FUTURE DIRECTIONS

Have the institutions submitted the enrollment plans due in 1986 which contain strategies being pursued to address the issue of declining enrollments through 1997? (The effectiveness of these strategies cannot be determined at this time because the outcomes will not occur for years to come).

METHODOLOGY

The Long-Range Plans of three community colleges will be reviewed over a period of three years from 1982 to 1985 as well as the 1986 Enrollment Plans for these colleges.

The colleges selected are comprehensive in nature and provide diversity and an array of transfer and career programs, opportunity for total community access through outreach, bus service, low tuition, and day care.

These colleges reach from the Vermont and New Hampshire borders to the Connecticut state line through the river valley. As President of one of these institutions, the observations of the author may be considered biased, but the decision was made to include that college in the study because of its characteristics as they relate to the other two colleges included.

Content analysis will be the primary research method because of its suitability to this study. The information needed to answer the research questions appears in the content of the plans analyzed.

NEED FOR AND SIGNIFICANCE OF THE STUDY

For the past several years, Greenfield Community College, Holyoke Community College, and Springfield Technical Community College have been struggling with what was a new concept for them - long-range and enrollment planning. They have had to confront difficult issues and develop strategies to deal with them.

This study will look carefully at what the planning process has produced to date at the community college level. Even though the process is in its early stages it should be looked at to determine what, impact if any, has been made to accomplish the objectives which were established. Such analysis is essential as the process continues and strategies are developed to cope with the dire enrollment situation which lies in wait over the next few years.

DELIMITATIONS OF THE STUDY

Only community colleges are included in this study. These institutions are a segment unto themselves with a comprehensive mission, open-door admissions policy, both career and transfer programs, and a diverse student population. The Long-Range Plans of three community colleges which reflect a significant amount of the diversity found in the community college system have been chosen for study. Although this researcher is the President of one of the colleges chosen for this study and bias may be a factor, content analysis is a rigorous methodology that limits the effect such bias might have upon the findings.

REMAINING CHAPTERS

In Chapter Two the literature pertaining to state-of-the-art planning processes in higher education will be reviewed.

Chapter Three will detail the design and methodology of the study reviewing Plans and the planning process of each college studied, the criteria used, the results produced, and areas of overlap or duplication.

Chapter Four will provide an analysis of the data and the evaluations completed by the Board of Regents for each of the Plans developed.

Chapter Five will summarize the results of the study, draw conclusions based upon those results, and offer recommendations which could be of use as the long-range planning process continues at each of the colleges.

CHAPTER TWO

REVIEW OF THE LITERATURE

Community colleges were the last segment of public higher education to be developed, largely in response to the Nation's commitment after World War II to the provision of two years of low-cost education beyond high school for all who were interested and who would benefit from it. In many cases, they were an extension of the local school system, funded and governed locally, and responsive to community needs and values. In these situations, they were not competing directly with four-year institutions for state funding. They enjoyed considerable freedom in planning and developing; until the early 1970's planning for growth was the dominant mode for community colleges.

Unlike planning in four-year colleges and universities, community college planning was anchored in the assumption that there were not real limits on the kinds of students they should serve or the programs they should develop so long as they didn't move into upper-division and graduate courses. Thus, community colleges planned for high school students entering career or transfer programs and also for older adults; life-long learners; high school dropouts; accelerated students; middle-class, white majority in all age groups; minorities; socioeconomic and physically handicapped; and those not academically ready and in need of remedial coursework.

Thus community colleges have not been as constrained by the notions of "higher education" and the selection of students to pursue it as have the four-year institutions.

They have been responsive to the needs of new constituencies for opportunities for education beyond high school and of the more traditional students for new kinds of programs and services during a time when higher education has lost credibility as guarantor of good jobs and a high standard of living (Knoell, 1980 pp. 556-557). Lyman A. Glenny noted as far back as 1974 that governing board members and chief administrators are increasingly faced with outside demands for better accountability, higher productivity, and experimental innovations at the same time that students are stressing the need for more relevant courses and more daily contacts with professors. These changes in colleges and universities are demanded at the very time that financial resources available to them are particularly restricted, forcing institutions to re-examine programs, to reallocate existing resources, and to re-assess their relationships to the society (p. 24).

Schmidtlein (1977) also writes that at the present time, in higher education, a great deal of attention is being focused on the concept of accountability. One set of assumptions holds that tax-supported institutions of higher education perform public service and should, therefore, be accountable to the elected officials who represent the taxpayers. A second set holds that these institutions perform an intellectual and critical role in society that transcends popular and often transitory interests and fads; therefore, they need to be insulated from an overly rigorous accountability to the public that might stifle their long-term, less immediately practical interests and their function as havens for social critics. From this perspective, accountability to the public must be balanced by accountability to the

institution, particularly the researchers and scholars, to protect their freedom of inquiry. Even when agreement exists on the purposes of higher education, major differences can occur over the means employed to achieve accountability. One set of assumptions can emphasize control by means of planning and coordination, while another set can emphasize negotiation and bargaining between interested parties within a structure of checks and balances (pp. 11-12).

In writing about state-level planning for community colleges and the impact of the "1202 Commissions," S.V. Martorana (1974) made five observations about the relevant current condition in the United States:

- 1) "Higher Education in America is on the defensive and reacting to the propositions of others outside of academia, rather than exerting influence on the outside decision makers.
- 2) There is an intensifying interest in "accountability" of higher education for use of resources provided to it in terms of "measurable," "demonstrable," "stated" outcomes.
- 3) A Redefinition of American education which recognizes the reality of the concept of "post-secondary education" as opposed to "higher education," emphasizing vocational and technical programs of community-junior colleges, technical institutes, and related types of educational institutions, not just bachelor's and higher degree-granting colleges and universities.
- 4) There are changing assumptions on which long-range planning for post-secondary education is being projected. There is a change from stress on institutional purposes and separate

mission statements, to that of multiple delivery systems and options for students as part of an overall state design.

- 5) Growing attention is being given to the needs for accurate information and data for decision making and planning."

According to Section 1202 of the law (Higher Education Amendments of 1972), in order for a state to qualify for particular federal fiscal programs, its governor must create or designate a commission "broadly representative" of all post-secondary agencies and institutions in the state which will be responsible for developing a comprehensive plan for the state. Representation must include all types of colleges, schools, and universities: two-year, four-year, public, private, and proprietary institutions (pp. 2-6).

Now as community colleges plan for the 80's they face many of the same constraints as other segments of higher education. There is a decrease in the number of 18-24 year-olds; declining interest among young people in seeking college degrees, especially in fields unrelated to employment, a lack of public confidence in all levels of education, and rising costs related to inflation accompanied by limitations on state funding.

According to Knoell, there is increased competition for students among all segments of higher education, public and private and two and four-year institutions. Also, community college domination of remedial or developmental education is ending as other colleges discover the need to do the same. Moreover, four-year schools are now responding to increased student interest in career preparation and entering into

competition with community colleges in certain occupational degree areas where the associate degree previously had been appropriate.

Another problem unique to community colleges is the absence of consensus as to priorities among the various constituencies served or among the programs and services appropriate for different groups. While denying that they are or should be "all things to all people," community colleges have added constituencies during growth without always addressing priority issues in an era of limited resources. Also, failure in past planning to deal with issues of program and service duplication is another problem to be considered in current planning efforts.

Finally, if student charges are increased significantly, the community colleges may expect more competition from four-year schools in attracting students who previously chose the community colleges as a good bargain (Knoell, 1980, p. 556).

According to D. Kent Halstead, author of Statewide Planning in Higher Education (1974), "it is now apparent that higher education has embraced planning as an activity inherent in its mission and essential to its well-being. Two facts are clear: (1) Inevitable changes in parity frequently create disproportionately complex problems on the campus, and (2) the only effective way to cope with these problems is to anticipate the changes that engender them and take appropriate action (p. 1).

Halstead states that education cannot be designed and financed on short notice; rather, education is a long-term investment which requires extensive preparation and responsive leadership.

Educational planning requires participation at the institutional, state, regional, and national levels involving public and private as well as large and small institutions. It is an activity worthy of higher education's determination to summon all of its capabilities since, if done well, "the result could be a nation educated to a breadth, depth, and quality not previously envisioned." (Halstead, p. 1).

Planning is the pre-arrangement of policy and methods to guide work toward given objectives. It is directional in that it establishes goals and guides action. Coordination, which secures smooth, concerted action through effective interrelationships and recognition of common goals, is operational in that it interrelates and unifies action to achieve predetermined goals. It is a functional component of the planning process (Halstead, p. 3).

Planning actually began in 1912 with the first "State Surveys" and expanded during this century. By the end of World War II, public higher education was enrolling half the college students in the United States; and by 1974, three out of four students were in public higher education. This rapidly growing student body brought with it financial, organizational, and staffing problems which provided an impetus for State planning. "Both State legislators and government agencies have recognized that efficient operation in a period of rapid expansion requires realistic and scientific budget requests, a sound rationale for establishing new institutions, and a division of responsibilities to eliminate wasteful duplication by competing institutions (Halstead, p. 4).

There was also recognition by State government officials that the formulation and implementation of a statewide approach to higher education was necessary. In a paper presented at a meeting of the Education Commission of the States, Lyman Glenny pointed to this need in his question: "What level of financing is really required for each campus to maintain a quality program?" (1967).

The Federal government also encouraged State planning with passage by the 92nd Congress of new higher education legislation. It provided Federal support, based on the development of appropriate statewide plans for the expansion and improvement of post-secondary education programs in community colleges. This coupled with the demand from students, parents, and teachers for higher quality in education because of some real deficiencies in administration, faculty, curriculum, and facilities, led to expansion of planning activities.

Other factors in this expansion include the introduction and development of improved planning techniques using computer technology to handle large amounts of complex data and improvised procedures being developed and published in studies conducted in conjunction with master plan development, thus providing available resources and counsel for planners (Halstead, p. 5).

Perhaps the first study which could be classified as a master plan was undertaken in 1948. It was the "Strayer Report." This report evaluated the current and future needs of higher education in the State of California as well as an analysis of the higher education needs of each area of the State and consideration of changes in the organization of the public higher education system. It also examined the manner in

which public higher education was being supported (Strayer, 1948, Quoted by Halstead, p. 10).

The Strayer Report was different from the "State Surveys" previously mentioned which go as far back as 1912 in that the surveys were primarily involved with inspection and fact gathering. Master plans did this also but went further in incorporating recommendations and blueprint for action. The surveys were primarily descriptive while the master plans were action oriented. Though both included analysis and interpretation of facts, master plans also included an interpretation of trends and their application to future policies and were thus more comprehensive (Halstead, p. 11). The master plans collected and analyzed a large volume of data and also integrated program, budget, and building priorities to provide a unity of purpose. They also included the means for implementation along with simultaneous review and revision leading to fulfillment of goals (Glenny, 1967 quoted by Holstead, p. 11).

It is important to look at State (system) plans and to understand the differences between State plans and institutional plans (this study involves a review of the institutional plans of three Massachusetts public community colleges).

State plans contain a unique selection and grouping of topics reflecting the individual pattern of the State--a pattern that distinguishes between subject matter requiring central decision making (contents for master plan) and topics for which decisions at the institutional or campus level are more appropriate (student affairs, faculty affairs, administrative appointments, planning of academic

programs and courses, institutional budget preparation, and campus policy).

State plans usually place more emphasis on statewide educational opportunities, differential functions and programs, faculty demand and supply, relations with State government, procedures for equitable distribution of funds, and formulation of policy controls. They display sensitivity to public sentiment and pressure and less regard for local idiosyncracies (Browne, 1965, quoted by Halstead, p. 22).

Institutional plans, however, contain descriptive studies of institutional operations and programs; emphasize student selection, curriculum revision, faculty recruitment and deployment, need for facilities, and funding requirements; and review the administrative organization as a means of facilitating programs and functions. They are sensitive to institutional idiosyncracies which consider all constituencies: students, faculty, administration, governing boards, and alumni (Brown, p. 41).

In Halstead's review, the planning process is essentially one of diagnosis, design, and choice. It involves six steps:

- 1) determining goals;
- 2) identifying problems;
- 3) diagnosing problems;
- 4) establishing promises;
- 5) searching for possible solutions; and
- 6) selecting a solution (p. 17)

These steps appear to have been followed in the state plans included in this literature review. These plans were selected from states

with similarities to Massachusetts in population, industrialization, economic base, public/private competition, or dependence primarily upon a state tax revenue base. These plans were reviewed to determine what similarities to Massachusetts might exist regarding planning concerns and strategies. Such similarities were indeed discovered, especially in the areas of access, retention, quality, and program planning and review, all of which were addressed by the Massachusetts Board of Regents in 1982 Long-Range Plan for Public Higher Education in Massachusetts.

The New York Plan, developed by the Regents in 1984, was concerned with the following issues:

- 1) Access
- 2) Excellence
- 3) Employment and Economic Development
- 4) Diversity
- 5) Effective Use of Resources
- 6) Enrollment Projections

The issue of access was to be addressed in several ways. One approach was to make educational grants to students providing public service such as tutoring educationally handicapped students at the elementary and secondary levels, thereby earning their way and providing role models. Another approach was to create statewide professional entry programs to increase the number of minorities in the professions and the enhancement of the State's post-secondary opportunity programs. Full equality of opportunities was to be provided to disabled persons, physical barriers would be removed, and necessary support services

provided. Also, college students were to serve as tutors in schools with high attrition rates, and special efforts would be made in science, technology, and foreign languages. Convenient times and places for study were to be offered including external problems, weekend and evening schedules, and the use of instructional technology.

The issue of excellence was to be addressed by adherence to rigorous standards and by strong financial support of the Governor and legislature for higher education as a good investment in the economic development and long-term future of the State.

The issue of efficient use of post-secondary education for the economic development of New York was to be addressed by the provision by higher education of research, technical assistance, and specialized training for the State's economic health and growth.

The issue of diversity was to be addressed by the maintenance of four strong and autonomous sectors of higher education which enable students to choose according to their needs, interests, and abilities.

The issues of effective use of resources and declining enrollments were to be addressed by the development of a common data base to aid State policy makers in understanding the effects of student financial aid, tuition levels, and institutional aid in the post-secondary education system. These factors were to be reviewed against the projections of declining enrollments. A portion of savings to State aid resulting from such decline was recommended to be put aside and redirected to assure maintenance of quality and access. All institutions were to review their management and cost efficiency system in anticipation of the shrinking pool of traditional college-age students and to make the

most effective use of limited resources through cooperative efforts to avoid unnecessary duplication. The quality of liberal arts was to be preserved while vocational, professional, and high-tech programs suited to the missions of individual institutions were to be pursued. More formal and regular articulation between secondary schools, colleges, and civic and business leaders was also to be pursued. Finally, there was to be a greater commitment to the preparation of teachers and a clear statement of academic skills required of entering students to diminish costly remedial programs (Regents Proposals for Action and Regents Recommendations, 1984, pp. IV, I, 1).

The Minnesota Plan recommended that a mission statement be adopted which balanced quality, awareness, and diversity. The issue of quality was to be addressed through faculty, motivated students, skilled administrators, and effective curricular and research programs.

Access was to be addressed through minimizing barriers to enrollment and providing regional access, affordable tuition, and financial aid as well as support of educational choice and encouragement for all citizens to participate in higher education and continue it throughout their lives.

Diversity was to be addressed by offering a variety of programs, active recruitment of a broad mix of faculty and students, a strong commitment to academic freedom, and creating an atmosphere which encourages intellectual inquiry and an openness to new ideas. (Minnesota State Commission on the Future of Minnesota Post-secondary Education, 1984, p. 10).

The Alaska Plan established the following as goals:

- 1) Promotion of excellence to improve educational service
- 2) Enhancement of the accountability of the educational process
- 3) Fostering of efficiency within the educational enterprise
- 4) Improvement of access to accommodate those citizens who desire post-secondary education.

The issue of excellence was to be addressed by developing an assessment program to measure the impact of the institution's curriculum and instruction on student learning. In addition, the retention and progression patterns of full-time students were to be studied. Also, the institutions were to be encouraged to continue courses, programs, and activities which enhance awareness of and respect for other cultures.

The issue of accountability was to be addressed by the development of guidelines for addition of faculty and staff to be used in budget request to the legislature and the governor. In addition, a comprehensive plan was to be developed to provide services for rural native Alaskans.

The issue of efficiency was to be addressed by developing a course numbering system which would facilitate the automatic transfer of credits between community colleges and the four-year institutions. In addition, summer session programs were to be administered so that direct teaching costs would not be excessive relative to revenues. Also, developmental programs were to be instituted to address the academic deficiencies of incoming students. Duplication of programs was to be avoided as well as addition of new facilities unless all alternatives

had been exhausted. Regional vocational education programs between high schools and community colleges were also to be developed as well as contractual relations with independent colleges and universities as a cost-saving measure.

The issue of access was to be addressed by the exploration and expansion of high school advanced placement programs to enhance articulation between the high school and college level. Scheduling alternatives were also to be explored and implemented to improve access for the older part-time student. Financing of the community colleges through local taxing authorities was also to be explored. Telecommunications to expand educational delivery was to be encouraged as well. Recruitment efforts directed toward high school graduates were to be expanded, and state scholarship programs for exceptional students were to be established. (Alaska State Commission on Post-secondary Education, 1985, pp. i-v).

The Illinois Plan had as fundamental goals the following:

- 1) Educational development of all persons to the limit of their capacities.
- 2) The need for remediation for many students entering the higher education system, especially in the areas of communication skills or verbal arts.
- 3) The need to expand foreign language learnings. (The Illinois plan was the only one of those reviewed that contained this goal.)

The issue of the educational development of all persons was to be addressed by a revision of admissions standards.

The issue of remediation was to be addressed by a recommendation to high school students to develop a plan of study to prepare them adequately for higher education and the world of work.

The issue of foreign language learning was to be addressed by improving the technology transfer of this learning through learning laboratories and internationalizing the curriculum, combining foreign language and cultural understanding with expertise in such curriculum areas as business administration, marketing, accounting, and economics. (Illinois State Board of Education, 1984, pp. 12, 15, 16, 18, 10, and 21).

The California Plan contained the following priorities:

- 1) Access for under-represented groups
- 2) Quality
- 3) Diversity of Educational opportunity

The issue of access was to be addressed through continuing the policy of no tuition and low fees and an open admissions policy for the community colleges. Also, offerings were to be distributed among campuses and off-campus centers throughout the state.

Financial barriers were to be controlled by expanding student financial aid. This would also allow some students the alternative of attending higher tuition colleges. (California State Post-secondary Education Commission, 1984, pp. 15-83, and 1985, p. 99).

Colorado Plan: "The broad aim of post-secondary education" in Colorado was to promote the following objectives:

- 1) Quality: To maintain and enhance quality in instruction, research and public service in order to promote the health,

welfare, and security of the State, nation, and international community.

- 2) Diversity: To provide reasonable choice among public and private institutions and programs, appropriate to each person's educational needs, capabilities and interest.
- 3) Access: To provide full and equal access, to the extent reasonable, for all persons capable of and interested in post-secondary education.
- 4) Accountability: To ensure statewide and institutional accountability through coordination and cooperation within the total education system.
- 5) Equality of Opportunity: To insure equality of opportunity for all persons, regardless of age, sex, race, religion, physical disability, or socioeconomic background.

According to the Plan, the goals and objectives do not represent a radical departure from those of the existing post-secondary education system which has demonstrated an ability to respond to new challenges, "the planning document assumes, therefore, that post-secondary education will build upon the solid traditions, of educational achievement that currently exist" (Colorado Commission, pp. 11-1).

To address issues of access, equality of opportunity and diversity, the "extended campus" would be eliminated and the tuition revenues would belong to the institution in the particular geographic area (Colorado Commission on Higher Education, p. V-18).

Also, appropriations would be sought to provide additional funds for eligible Colorado residents to attend certain private and

proprietary institutions within the State and resolve any legal or constitutional questions related to such funding. Further, other funding techniques would be explored to provide residents with diversified educational opportunities in both the public and private sector.

The State would support student access in rural areas through subsidies to selected institutions and for outreach beyond what is generally provided in the appropriation process. Alternative means of delivering educational services in rural areas might have to be explored also.

Other strategies to be explored to ease financial barriers included: a tax credit system, overall reduction of tuition with increased General Fund appropriations to offset the institutions' loss of revenue; creation of a state-generated loan program; and adjustments to the eligibility criteria for existing student aid programs aimed at aiding middle-income students (Colorado Commission of Higher Education, pp. V-22, V-24).

The issues of quality and accountability would be addressed by seeking funding to implement a comprehensive program review process for all programs during the five-year planning period.

Also, a comprehensive five-year plan from each campus would be submitted within the five-year planning period according to a timetable established by the Colorado Commission on Higher Education.

In addition, appropriate program-review criteria would be developed and employed in reviewing new or existing programs (Colorado Commission, pp. V-29).

According to Steven Van Ausdle, author of "Comprehensive Institutional Planning Two-Year Colleges: An Overview and Conceptual Framework," institutional planning must be sensitive to the institutional consequences of societal trends and value shifts. Institutional planning must determine the nature and impact of these societal trends upon the institution (p. 2).

Some of these would include population, government, global affairs environment, energy, economy (shift to services-oriented economy with development of information economy requiring more education at higher levels) technology (increased demands on two-year colleges for community-based, performance-oriented instruction to provide skills needed to cope in a complex environment), women (two-year colleges need to pay special attention to the education and training needs of women whose role will continue to expand in the workplace generally as well as in the professions and government (Osman quoted by Van Ausdle, pp. 2-10)).

According to Coleman (1986), "Planning and budgeting are intricately interwoven and have closely related, mutually supporting roles. Planning is an effort to determine and control the destiny of an institution. Budgeting is the pricing or costing mechanism, which develops the blueprint for the plans. During the repetitive planning cycle, this pricing or cost mechanism exerts pressure regarding priorities, financial feasibility, and implementation insights concerning trade-offs and resource commitments and their timing. In the end analysis, planning decisions, like all decisions, must pass the test of judgment and affordability in the absolute sense, as well as in the

margin. The end result is to introduce and manage change toward long-term equilibrium between expected revenue and expenditures. Long-term strategic planning requires long-term (dynamic) budget planning. Institutional goals and planning objectives, as well as decisions made in the short term, must be consistent with long-term financial expectations.

The planning horizon should be five-years which provides opportunity for persuasive maneuvering (politicking) and acclimation of the university community to proposed, significant changes. Some would argue that all long-term planning does is provide time for the opposition to mobilize, but it also provides an opportunity to develop creative financial strategies to minimize resource implications for any one time period" (p. 58).

In recent years, institutional planning has evolved as an essential administrative process which can be characterized as comprehensive, dynamic, systematic, long-range, and continuous.

N. M. Ellison in his article on "Strategic Planning," states that there is no choice but to plan. There may have been in the early years of the community college movement - the decades of the 50's and 60's.....but today public skepticism and evermore scarce resources make strategic planning a question of institutional survival. Particularly in public community colleges that have somewhat insulated themselves from market forces, failure to plan now for the uncertain future can mean slow but certain decline. So the question facing all administrators in higher education is not whether but how (Quoted by Van Ausdle, p. 14).

In Robinson's (1978) view, "whatever we do, whether we plan or do not plan, there will be a future. The determination of that future may be left to external factors over which the participants in the institutions have no control, or to random factors over which members may exercise some influence or neglect. Alternatively, the future also may be determined by assessing probable external conditions and their relative consequences for the institution, and then trying to do better than change would predict in influencing the internal factors that affect the future." Institutional planning is "an opportunity for the constituencies of a college to form and share a common map of the college's status, its probable resources, and its alternative futures." (Quoted by Van ausdle, p. 15).

In the view of L. G. Henderson (1978), planning is here to stay, and we can use it to our advantage or allow others to misuse it to our disadvantage. As we continue to increase in size and complexity, we have an opportunity through effective planning to increase our capacity to make intelligent decisions and to help restore confidence in education. (Quoted by Van Ausdle, p. 16).

SUMMARY

In the course of reviewing the literature, several factors seem to emerge regarding effective planning. These include the following:

- Effective planning will cause a shift from an emphasis on mission to delivery systems and options; however, planning will become more of an ongoing part of the mission statement.

- Effective planning will result in an emphasis on an early and accurate data base for decision making.
- Effective planning will result in increased sensitivity to societal trends and their impact on the institution.
- Effective planning will result in an emphasis on measurability and a tendency to justify to external constituencies rather than internal especially as budgeting becomes linked to planning.
- Effective planning will result in an anticipatory and longer-term approach such as a five-year framework.

In addition, in reviewing the literature, it becomes apparent that there has been no research done to date to answer the questions addressed by this study.

Chapter Three presents a methodology employing content analysis to review the long-range plans over a four-year period for three Massachusetts public community colleges. According to Holsti (1969), content analysis is a multipurpose research method in which the content of communication serves as the basis of inference - in this case the long-range plans being reviewed (p. 2).

Chapter Four will present the findings of the content analysis of the plans. In addition to answering the research questions stated in Chapter One, an attempt will be made to determine whether in progressing from year one to year four in the planning process there is any evidence that the factors emerging from the literature regarding effective planning as outlined above are operating in the Massachusetts public community colleges studied.

CHAPTER THREE

METHODOLOGY

As stated in Chapter One, the development of the long-range planning process began as a mandate from the Board of Regents in 1982 for every college and university in the public higher education system in Massachusetts. There were very few guidelines in the first year (1982-83) but a number of specific planning activities were suggested in the second and third years (1983-84 and 1984-85). Enrollment planning was required for the fourth year (1985-86), and the annual updates of the Long-Range Plans previously written were optional.

The Plans were developed almost on a trial and error basis to begin with, and specific guidelines emerged over time which were not present in the earlier stages. Because of the declining enrollment, the focus shifted to enrollment planning in 1985-86.

This chapter will discuss the method of analyzing three community college Long-Range Plans over a period of three years - 1982 to 1985, and the enrollment plans of these colleges for 1986.

Since it is not reasonable within this study to analyze plans of all 15 public community colleges in Massachusetts, three colleges were selected: Greenfield Community College, Holyoke Community College, and Springfield Technical Community College.

The community colleges chosen for this study are representative of the community college system. All are comprehensive in nature and provide diversity and an array of transfer and career programs, quality programs for total community access through outreach, bus service, low

tuition, and day care. These colleges serve the Connecticut River Valley from New Hampshire to the Connecticut border.

Greenfield Community College is small and rural. Its programs focus on physical education, health sciences, business, and liberal arts.

Holyoke Community College is an urban/suburban college and is larger than Greenfield. It is a business/liberal arts college with some technical programs and a transfer rate of approximately 34 percent.

Springfield Technical Community College is an urban college and the largest community college in the system. In addition to business and liberal arts, it has a number of technical programs with less emphasis on the liberal arts.

All three colleges are flexible and adaptable in terms of program options and response to community needs.

Content analysis is the primary research method to be used in this study. According to Holsti (1969, p. 1), content analysis is a "multi-purpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inference."

Content analysis is suited to this study because the information needed to answer the research questions is contained in the Long-Range Plans which each college was required by the Board of Regents to develop and submit in writing.

Content analysis as a research method requires attention to generality; this demands that the findings of the study be undertaken

with a theoretical purpose in mind which will give relevance to the findings.

In this study objectivity will be attended to through the use of specific research questions for each Long-Range Plan and will require the identification of such components as mission, access, academic program planning and review and future directions contained in each plan. The focus on specific components in each Plan will also ensure that system will be maintained. According to Holsti, content analysis must be systematic in that the inclusion or exclusion of data must occur according to consistently applied rules and eliminates analyses in which only materials supporting the investigator's hypothesis are admitted as evidence (p. 4).

Findings from the sample will be used to make inferences about the larger universe from which it was selected.

In analyzing the content, the following guidelines will be used:

- 1) Statements of accomplishment will be accepted at face value.
- 2) Statements of intent will be considered baseline, and movement toward the realization of intention will be considered progress.
- 3) Data from the 1982-83 Plans will be used as baseline, and movement toward achievement of goals will be considered progress. Minimum progress will be measured if at least one goal is met. Maximum progress will be made if all of the stated goals have been met. If a new goal is set in a subsequent year, that year will be considered baseline for that goal. Therefore, each

college will be judged against itself; that is, what each college said it would do and what each said it did do.

- 4) The three colleges will not be compared against one another but rather each college will be judged on the progress it has made in achieving its goals.

The Long-Range Plans from the three community colleges will be compared across time (1982-1985) so that intermessage analyses (Holsti, p. 30) will also occur (analyses comparing year-to-year progress).

In addition, a multistage sampling device will be utilized (Holsti, pp. 129 - 130) to select the source of communication (long-range plans), sample the documents within the communication source (three colleges over four years), and also to sample within documents where possible (specific areas of concern such as access).

The effectiveness of the planning efforts over the past several years up to and including the enrollment planning thrust need to be examined.

These activities will attempt to answer the following research questions:

I. HAS THE LONG-RANGE PLANNING PROCESS AT EACH OF THE CAMPUSES RESULTED IN PROGRESS IN THE FOLLOWING AREAS OF CONCERN?

A. Mission Statement

1. Has each institution included the comprehensive mission statement which has been endorsed by all major components within the higher education system?
2. Does each plan contain a mission statement which includes an emphasis on:

- a) excellence in instruction;
- b) provision of associate degree;
- c) programs in paraprofessional, technical, and service fields;
- d) provision of transfer programs;
- e) provision of certificate programs in specialized areas;
- f) primary responsibility within the public system for basic skills assessment and developmental education programs; and
- g) provision of community service and continuing education programs, community development programs and services, and other special programs, cultural activities and services as needed and appropriate for the service area?

B. Access

- 1. Program Access - What steps are being taken to remove barriers to students such as cost, social and educational background, and physical handicaps?
- 2. Admissions - What steps are being taken to match student needs and abilities with institutional programmatic strengths and to assist high school graduates, holders of GED certificates, and elder students who could be successful in college?
- 3. Developmental Education - What steps are being taken to provide programs to develop pre-collegiate skills which

will allow students to pursue a college education successfully and to develop self-confidence, self-respect and self-discipline as well as positive attitudes regarding learning?

4. Retention - What steps are being taken to communicate to the high schools the necessary competencies students will require in college and to develop with them appropriate programs to prepare adequately? In addition, what steps are being taken to assess incoming students to determine placement in appropriate courses?
5. Articulation - What steps are being taken to develop articulation between secondary schools and the community colleges and between the community colleges and the four-year institutions?
6. Continuing Education - What steps are being taken to provide quality comparable to on-campus state-supported instruction and to coordinate among institutions to maximize outreach and provide necessary educational services?

C. Academic Program Planning and Review

1. Program Planning - What steps are being taken to participate in regional planning efforts, and do the institutions have an appropriate planning process in place as mandated by the legislature?
2. Program Review - What steps are being taken to institute and maintain program review processes as an

essential part of the academic planning responsibilities?

II. FUTURE DIRECTIONS

Have the institutions submitted the enrollment plans due in 1986 which contain strategies being pursued to address the issue of declining enrollments through 1997? (The effectiveness of these strategies cannot be determined at this time because the outcomes will not occur for years to come).

In addition to answering these research questions, the Plans will be analyzed to determine whether or not they demonstrate any of the characteristics of effective planning which emerged in the review of the literature. These include:

- Effective planning will cause a shift from an emphasis on mission to delivery systems and options.
- Effective planning will result in an emphasis on an early and accurate data base for decision making.
- Effective planning will result in increased sensitivity to societal trends and their impact on the institution.
- Effective planning will result in an emphasis on measurability and a tendency to justify to external constituencies rather than internal especially as budgeting becomes linked to planning.
- Effective planning will result in an anticipatory and longer-term approach such as a five-year framework.

An example of the data-collection process is illustrated in

Appendix I, which is completed for the mission statement of one college only.

The summary sheet of the data collected is illustrated in Appendix II which is also completed through the mission statement but includes all three colleges.

The analysis will be both qualitative and quantitative. It will be qualitative in the sense that inferences will be drawn based upon the appearance or non-appearance of certain attributes in the documents (Holsti-1969, p. 10). For purposes of this study, such attributes would include references to mission statements, access, program planning and review process, and future directions.

The analysis will also be quantitative in that the observations; for example, the appearance or non-appearance of the attributes described will then be reported quantitatively.

According to Lazarsfield and Barston (1951), as quoted by Holsti: "Measurement theorists are generally in agreement that qualitative and quantitative are not dichotomous attributes but fall along a continuum." (p. 11) In this study, the quantitative will supplement the qualitative and should lend a consciseness to the findings.

In this study, manifest (surface) content will be considered (Holsti, p. 10). At the ending stage of analysis of the Long-Range Plans, references to the mission statements, access, academic program planning and review, enrollment planning, and financing of higher education will be recorded. The emphasis will be on the manifest content.

In accordance with coding rules as stated by Holsti, (pp. 94-100) the research problem as stated will be defined by the subject matter categories selected. Since the research questions to be answered by this study are addressed to specific areas of concern, the categories will follow these as stated in the research questions (listed on pages 46 through 49 of this chapter). Further, the guidelines contained in the Regents' Long-Range Plan, Phase I, document of 1982 will help to ensure that these categories are reliable. According to Holsti (p. 136) this is necessary for the content to be valid.

In addition to reflecting the research questions, the items under study can be considered to be exhaustive since all of them can be placed in a category. Further, the requirement of independence will be addressed in that the assignment of an item to a particular category should not affect the classification of particular data. This is, however, a difficult requirement to satisfy. Finally, in order to satisfy the requirement that each category be derived from a single classification principle, different levels of analysis will be kept separate.

Regarding the unit to be classified, it appears that the "theme" would be useful for this study in that it will focus on a single assertion about a subject. Words, symbols, sentences, or paragraphs do not seem to lend themselves to the study being undertaken of the specific areas of concern previously described. Thematic analysis is difficult, however, because the theme is not a "natural unit" for which physical guides exist (Holsti, p. 136). An attempt will be made to identify proper boundaries, where possible, however.

The sampling method and reliability of categories will help to ensure that the analysis will, in fact, answer the research questions and is thus valid. Content validity (face validity) will be of primary importance.

As for what system of enumeration will be used, as stated previously, though qualitative in nature, the findings of this study will also be reported quantitatively ("e.g., the percentage of items in which a given theme appears.") (Holsti, p. 121).

The research design as presented above will not be restrictive; rather, it will allow for intuitive thinking which, according to Karliner (1984, p. 322) as quoted by Holsti (p. 41), "is essential because it helps the investigator to arrive at solutions that are not routine."

CHAPTER FOUR

RESULTS OF THE STUDY

INTRODUCTION

In this chapter the author has examined the content of Long-Range Plans over three years for three community colleges in the Massachusetts system of public higher education. The Plans were not compared from college to college; however, progress was examined at each institution over the three-year time frame.

Content analysis is the research method used, and an objective analysis has been attempted through the identification of such components in the Plans as mission, access, academic program planning and review, and future directions.

The 1982-83 Plans were considered baseline, and progress was measured by reported movement toward achievement of stated goals.

It should be noted that for each year studied statements of intent were considered baseline, and movement toward realization of intention was considered progress in this study. If a new goal was set in a subsequent year, that was considered baseline for that goal. Therefore, each college was judged against itself; that is, what each college said it would do and what each said it did do. Whatever statements were made by the colleges regarding accomplishment of goals were accepted at face value.

The following analysis addresses the research questions as presented previously. Each component of each question is addressed for

each college over the three-year period before moving on to the next component.

ANALYSIS OF FINDINGS

RESEARCH QUESTION I: HAS THE LONG-RANGE PLANNING PROCESS AT EACH OF THE CAMPUSES RESULTED IN PROGRESS IN THE FOLLOWING AREAS OF CONCERN:

Research Question IA1 - Mission Statement

Has each institution included the comprehensive mission statement which has been endorsed by all major components within the higher education system?

It should be noted at the outset that the first Holyoke Community College Plan was completed in two phases. "Phase I included a definition of the planning environment, a clear statement of the mission, the long-range goals and objectives, and a summary of the critical issues that would affect the implementation of the Plan. Phase II focused on implementation. It identified the specific activities, policies, and procedures that would be implemented to achieve long-range goals and objectives set forth in Phase I" (Long-Range Plan - Phase I, p. 2).

In answer to Research Question IA1, Holyoke Community College (hereinafter referred to as HCC) states in its 1982 Phase-One Plan that its Long-Range Plan "has been developed within the guidelines and the mission for all community colleges as adopted by the Board of Regents in its Long-Range Plan." It further states that the mission statement is consistent with the mission for all Massachusetts community colleges

while identifying the distinct mission and philosophy of this College" (p. 2).

The HCC 1983 Phase-Two and 1984 and 1985 Updates do not contain specific mention of the above statement. Rather they address in detail aspects of the College's mission as addressed in Research Question IA2.

In its 1983 Plan, Springfield Technical Community College (hereinafter referred to as STCC) states that the Five-Year Plan "was prepared pursuant to the State-wide plan for public higher education mandated by the Board of Regents of the Commonwealth of Massachusetts. STCC's Plan represents the assessments of all segments of the College of the present status and future direction of the institution (p. i). Further, it is stated: "The College fulfills the mission of a community college as mandated by the Board of Regents in numerous ways...." (p. 5). These are then detailed in addressing the issues raised in Research Question IA2.

The STCC 1984 Plan contains no mention of mission statement, and the 1985 Plan mentions briefly the historical mission of the College in "providing access to higher education for all, with special attention to the educationally disadvantaged" (p. 107). The mention of mission in these Plans for 1984 and 1985 is concerned with the issues raised in Research Question IA2.

In its initial Plan which is referred to as the "Five-Year Plan - 1983-1988," Greenfield Community College (hereinafter referred to as GCC) states: "The mission incorporates the policies contained in the Long-Range Plan for Higher Education in Massachusetts issued by the Board of Regents" (p. 1 of Executive Summary of Plan and p. 6 of Plan).

In the GCC 1983-84 Update, 1984 First Biennial Follow-Up of Five-Year Plan, and 1985 Update, there is no specific mention of mission as it pertains to Research Question IA1. Rather the issues raised in Research Question IA2 are addressed.

The Plans clearly show the inclusion by each of the three colleges of a comprehensive mission statement which has been endorsed by all major components of the higher education system.

Research Question IA2

Does each Plan contain a mission statement which includes an emphasis on:

- a. Excellence in instruction;
- b. Provision of associate degree;
- c. Programs in paraprofessional, technical, and service fields;
- d. Provision of transfer programs;
- e. Provision of certificate programs in specialized areas;
- f. Primary responsibility within the public system for basic skills assessment and developmental education programs; and
- g. Provision of community service and continuing education programs, community development programs and services, and other special programs, cultural activities and services as needed and appropriate for the service area?

HOLYOKE COMMUNITY COLLEGE

Research Question IA2a - Excellence in Instruction

HCC's 1982 Phase-One Plan restates the Regents' definition of the fundamental mission of all community colleges which includes "a

commitment to excellence of academic instruction" (p. 6). It further states that all community colleges shall "provide a primary emphasis in excellence in instruction" (p. 7). The Plan also states an emphasis on "quality instruction in small classes" (p. 13). It further states that HCC "faculty, staff, and administrators are firmly committed to providing academic programs that are rigorous, current, and appropriate...." (p. 15).

One of the stated goals in the HCC 1982 Phase-One Plan is to "implement a program review process designed to ensure that Holyoke Community College's academic programs prepare graduates adequately for current and future employment and/or further study." This is seen as critical to the maintenance of excellence (p. 32).

In the HCC 1983 Phase-Two Plan, one of the stated goals is to "maintain high academic standards in all programs and services." This was to be accomplished by requiring "all degree recipients to complete a core curriculum consisting of courses which develop the critical skills needed by all students for academic and career success;" and also to "provide pre-collegiate courses and support services for students who need additional preparation before undertaking collegiate-level courses." Finally, the College would provide transitional programs consisting of appropriate academic courses and services that initiate progress towards a degree while stressing the development of pertinent critical skills" (pp. 14 and 15). Academic excellence would be recognized through the Awards Banquet, Honor Society, and College Convocation (p. 16).

The 1984 HCC Update indicates that the College did respond to the need for pre-collegiate courses by expanding its Bridge Program which provides developmental courses to 50 students and expanding the tutoring program to include walk-in assistance for writing and mathematics. Also, a special program of pre-collegiate courses was to be offered to a pilot group of 20 students in the summer by the Division of Continuing Education (p. 31). In addition, the activities mentioned to recognize academic excellence continued, and the fall convocation initiated in 1982 became an annual event with 103 students being recognized in the fall, 1983 Convocation (p. 32). Remaining as a recommendation in the HCC 1984 Update is a formal review of specific core curriculum requirements at five-year intervals to consider whether the courses and/or sequences should be modified (p. 33).

The HCC 1985 Update which summarized 1984's activities indicates that the task force appointed by the President completed its review of the core curriculum and made recommendations regarding the laboratory science requirement which resulted in providing students with a wider variety of combinations of science courses which would satisfy the core requirement (p. 34). In addition, the Academic Standards Committee reviewed and approved the College's policy of awarding credit by examination for developmental and non-classroom learning as well as for prior learning (p. 34).

Tutorial services continued, and a microcomputer was acquired for the Learning Assistance Center (p. 35). In addition to the fall Convocation, Awards Banquet, and Sigma Rho Honor Society, academic excellence continued to be recognized when an honors colloquium was made

available to students with a 3.5 grade point average and 30 semester hours. Finally, in recognition of academic excellence, an honors program for academically talented students was to be offered in the fall of 1985 (p. 36). A further recommendation was that the Coordinator of the Honors Program and the Director of Development prepare and submit proposals to appropriate public and private sources in order to secure funding necessary to enhance and expand the honors program (p. 43). A task force was also to be established to study "Writing Across the Curriculum" projects implemented across the country to determine the feasibility of implementing a similar program at HCC (pp. 43 and 44).

Also, the College planned to introduce six new courses in English as a Foreign Language during the 1985-86 academic year, and the effectiveness of the instructional strategies as well as student progress would be monitored by the divisional chairperson (p. 40).

An analysis of the HCC Plans shows 3 goals, 4 objectives, 2 recommendations, and progress in approximately 9 areas regarding excellence in instruction as illustrated in Table 1 on page 60.

Research Question IA2b - Provision of Associate Degree

The 1982 Phase-One Plan for HCC restates the Regents' definition of the fundamental mission of the community college which includes the provision of "associate degree programs which prepare individuals for paraprofessional, technical and service occupations" and also to "provide qualified individuals the opportunity to transfer to baccalaureate degree and other programs" (p. 7).

Cited as an opportunity for the College to serve new populations in new ways is the attraction of "a larger market share of better

Table 1

HOLYOKE COMMUNITY COLLEGE
EXCELLENCE IN INSTRUCTION

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
<u>Goals</u>	<u>Goals</u>	<u>Progress</u>	<u>Progress</u>
Implement Program Review process to ensure that academic programs prepare graduates adequately.	<p>Maintain High Academic standards in all programs and services.</p> <p><u>Objectives</u></p> <p>All students in degree programs to complete core curriculum.</p> <p>Pre-collegiate courses and support services for under-prepared students.</p> <p>Transitional programs consisting of courses and services initiating progress toward a degree while developing critical skills.</p> <p>Recognition of excellence through Awards Banquet, Honor Society, and College Convocation.</p>	<p>Expansion of Bridge program providing developmental courses.</p> <p>Expansion of tutoring program to include walk-in assistance in writing and math.</p> <p>Pilot program in pre-collegiate courses by DCE.</p> <p>Honors Convocation became annual event.</p> <p><u>Recommendation</u></p> <p>Formal review of specific core curriculum requirements at five-year intervals.</p>	<p>Task force completed core curriculum review and made recommendations for a broader combination of laboratory science courses.</p> <p>Academic Standards Committee reviewed and approved policy for awarding credit by examination for developmental non-classroom and prior learning.</p> <p>Microcomputer acquired for the Learning Center.</p> <p>Honors Colloquium established and offered to students with 3.5 average and 30 hours.</p> <p>Task force established to study possibility of a "writing across the curriculum" program.</p>
		<u>Recommendation</u>	
		Prepare and submit proposals to secure funding to enhance and expand the honors program.	
		<u>Goals</u>	
		Introduce six new English as a Foreign Language (EFL) courses during 1985-86 academic year.	

prepared, transfer-oriented students who seek to reduce the total cost of their education" (p. 18).

The HCC 1983 Phase-Two Plan discussed associate degree programs which showed potential for growth in enrollments and placements, maintained stable enrollment and placement, and those which were limited or declining in terms of enrollment and placement (pp. 38-39). "Curricula which consistently exhibit below-average related placement rates must be evaluated to determine the reasons that contribute to that rate. New realistic enrollment goals should be developed for curricula in which the enrollment greatly exceeds the opportunities for related placement. Other curricula must be revised to reflect more accurately the requirements of senior institutions and/or potential employers" (p. 40). The Plan also mentioned the new degree program which had received Step II approval, several others which had received Stage I approval, several for which Stage II proposals had been submitted, and one other program which was awaiting Stage I approval (p. 41).

The HCC 1984 Update discussed the adopted recommendation that "any curriculum which is to be eliminated be phased out over a two-year period to allow currently enrolled students to complete their studies. When possible, related curricula should be modified to meet the needs of future students interested in that field and maintain the comprehensiveness of the College's program offerings" (p. 50). A further recommendation was that the Dean of the College was to annually identify those curricula with declining student demand and below-average rate of placement, conduct a study to determine the reasons, and assess the long-range potential (p. 51).

Regarding the recommendation that the Dean of the College also identify annually those curricula which are growing in enrollment and placement in order to evaluate long-range potential, identify resource needs, and project expansion costs, the 1984 Update indicated that the trends projected in the fall of 1983 were no longer valid. This was due to the fact that enrollment patterns for fall of 1984 differed from prior years partly because of the decline in the number of high school graduates but also because several of the programs previously showing strong evidence of growth potential had experienced a decline in demand. Thus, the College would be able to accommodate all qualified applicants except in nursing and radiological technology. Growth in these programs was limited by the availability of clinical affiliations (pp. 53 and 60). This remained a recommendation for the following year. (p. 57).

The HCC 1985 Plan Update maintained the policy of phasing curricula out over a two-year period as well as the specific recommendations regarding the identification by the Dean of the College of programs with declining or increasing student demand and/or below-or above-average rate of placement to determine the long-range potential (pp. 61 and 62). One program exhibiting consistent growth was Hospitality Management and expansion funds were requested in the FY86 budget. Also, an additional faculty position was requested in Business Administration (p. 63). The same language appears regarding accommodating all qualified applicants except in Nursing and Radiological Technology as appeared in the 1984 Update (p. 64). A recommendation appeared in this 1985 Update to consider phasing out the Health Records Machine Transcription program if enrollments do not increase in 1985 (p. 65). Also, the Update indicates

that during the next year, the College planned to emphasize the improvement and upgrading of current programs rather than the development of new curricula or program options. Also, as a result of program review evaluators' suggestions, deans and division chairpersons would consider new courses and modifications in curriculum design (p. 66).

The analysis of the Plans indicates 8 goals, 1 objective, 5 recommendations, and progress in 7 areas regarding the provision of associate degree programs as illustrated in Table 2 on page 64.

Research Question IA2c - Programs in Paraprofessional, Technical, and Service Fields:

The comments appearing in Research Question IA2b above include these programs and the progress is also detailed in Table 2.

Research Question IA2d - Provision of Transfer Programs

The comments appearing in Research Question IA2b above includes these programs. In addition, the HCC 1982 Phase-One Plan addressed the issue that "increasing costs at four-year colleges and reductions in financial aid programs have made community college transfer programs very attractive to students who plan to earn a four-year degree." This is an opportunity which "Holyoke Community College can respond to quickly and which will require few additional resources." In order to respond, the College needed to make prospective students aware of the opportunity to reduce the total cost of their education by enrolling in HCC's high-quality transfer programs (p. 18).

Table 2

HOLYOKE COMMUNITY COLLEGE
PROVISION OF ASSOCIATE DEGREE

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Goals	1984 Plan	1985 Plan
<u>Goals</u>	<u>Goals</u>	<u>Goal</u>	<u>Goals</u>
Provision of associate degree programs in professional, technical, and service fields.	Develop realistic enrollment goals for curricula in which enrollment exceeds placement.	To accommodate all qualified applicants except in Nursing and Radiologic Technology because of limited clinical affiliation availability.	Continued goal to accommodate all qualified applicants as stated in 1984 Plan.
Provide transfer programs to baccalaureate degree granting institutions.	Revise curricula to accurately reflect requirements of senior institutions and/or potential employers.		Emphasize the improvement and upgrading of programs rather than developing new programs and options.
Attract a larger market share of better prepared transfer-oriented students seeking a quality low-cost education.		<u>Recommendations</u>	<u>Progress</u>
	<u>Objectives</u>		
	Evaluate curricula with consistently below-average placement rates.	Any curriculum to be eliminated be phased out over a two-year period.	Continued to phase out curricula over a two-year period.
	<u>Progress</u>		
	One new program received Step II approval.	Modify related curricula to meet needs of future students and maintain comprehensiveness of College offerings.	Continued identification by Dean of the College with declining or increasing student demands.
	Several new programs received Stage I approval.	Dean of the College annually identify curricula with declining demand and low placement and conduct a study to determine reason and assess long-range potential.	Expansion funds requested for Hospitality Management Program.
	Several programs awaiting Stage I or II approval.	Dean of the College identify curricula growing in enrollment potential annually to determine resource needs and expansion costs.	New faculty position requested in Business Administration.
			<u>Recommendation</u>
			Consider phasing out Health Records Machine Transcription due to low enrollment.

One of the College's goals cited in this Phase-One Plan was to "encourage the enrollment of traditional students, particularly transfer-oriented students who seek to reduce the total costs of their education" (p. 14). Another goal was to "develop and implement a planning process that will enable the college to identify and respond to the changing needs of students, employers, and senior institutions" (p. 26). One recommended activity to achieve this goal was to develop articulation agreements with senior institutions to ensure the appropriate design of HCC's transfer-oriented curricula (p. 27). The necessity to ensure that HCC's programs adequately prepare students for further study was also addressed under "Evaluation: Program Review" (p. 32).

The HCC 1983 Phase-Two Plan stated: "Regular communication between Holyoke Community College faculty, staff, and administrators can help the College maintain contemporary transfer curricula and lead to the development of innovative 2 + 2 programs" (p. 25). Also, in a section on "Identifying and Evaluating New Program Opportunities," the Plan stated that some new programs "are developed in response to new curriculum offerings at those senior institutions which regularly enroll Holyoke Community College graduates" (p. 32).

Also, a recommendation for further study was stated: "The continued development of 2 + 2 transfer programs must be a joint effort between Holyoke Community College and public and private senior institutions. The Public Cooperating Colleges (PCC) and the Cooperating Colleges of Greater Springfield (CCGS) should be urged to establish task

forces to identify possible 2 + 2 Program opportunities and set criteria which will lead to better articulation" (p. 37).

The HCC 1984 Update stated that "the College has taken steps to develop articulation agreements with those senior institutions which are the most popular with Holyoke Community College graduates" (p. 48). Specific mention was made of agreements for business administration and engineering, computer science, and computer information systems (pp. 48-49).

In the section on "Revised Plan for Program Planning," the HCC 1984 Update speaks of the necessity to continue the development of articulation agreements which will become increasingly important as the College seeks to serve the increasing number of transfer-oriented students coming to HCC. These agreements provide the College with information needed to ensure that transfer curricula are contemporary (p. 54).

In addition to a restatement of much of the pertinent language in the previous Plans and Updates, the HCC 1985 Update contained a policy recommendation that an advisory board be established for existing and proposed curricula which would include representation from senior institutions (p. 61).

The analysis of the Plans indicates 2 goals, 1 objective, 4 recommendations, and progress in 2 areas regarding provision of transfer programs as shown in Table 3 on page 68.

Research Question IA2e - Provision of Certificate Programs in

Specialized Areas

The HCC 1982 Phase-One Plan, in a section on "Critical Issues,"

speaks of serving more non-traditional students in "programs and courses that are currently offered." It further states: "The goal of any transitional program or special support service must be to prepare these students to enter the mainstream of the College so that they can successfully complete the same degree or certificate program as traditional students" (p. 35). This is the only mention of certificate programs in the Phase-One Plan.

The HCC 1983 Phase-Two Plan contained a section on "Identifying and Evaluating New Program Opportunities." It stated that the College must identify the potential demand and forecast the resources required to provide a particular course, certificate, or degree program" (p. 32).

In its section on "New Programs," the Phase-Two Plan stated that three one-year certificate programs had recently received Stage II approval. The Plan stated that these were developed "in response to a growing demand for short-term training programs on the part of individuals seeking to re-enter the job market and/or retrain for a new career field" (p. 41). The Plan also stated that "the Division of Continuing Education currently offers seven certificate programs" consisting of from four to eight career-oriented courses; and with the exception of one program, all courses could be applied toward an associate degree. These certificate programs were developed in response to the trend of individuals seeking relatively short-term training to upgrade current career skills or qualify for new careers. The Plan further stated: "New certificate programs will be developed in response to student, community, and industry needs" (p. 43).

Table 3

HOLYOKE COMMUNITY COLLEGE
PROVISION OF TRANSFER PROGRAMS

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
<u>Goals</u>	<u>Recommendation</u>	<u>Progress</u>	<u>Recommendation</u>
Encourage the enrollment of traditional students, particularly transfer students who seek to reduce the total cost of their education.	Continued development of 2 + 2 transfer programs must be a joint effort between Holyoke Community College and public and private senior institutions.	Steps have been taken to develop articulation agreements with senior institutions to which most HCC students transfer.	Advisory board be established for existing and proposed curricula which would include representation from senior institutions.
Develop and implement a planning process that will enable the College to identify and respond to the changing needs of students, employers, and senior institutions.	The Public College Cooperative (PCC) and the Cooperating Colleges of Greater Springfield (CCGS) should be urged to establish task forces to identify possible 2 + 2 program opportunities and set criteria which will lead to better articulation.	Agreements have been accomplished for business administration, engineering, computer science, and computer information systems.	
<u>Objectives</u>		<u>Recommendation</u>	
Develop articulation agreements with senior institutions to ensure the appropriate design of HCC's transfer-oriented programs.		Repeat of the necessity to continue the development of articulation agreements.	

The HCC 1984 Update mentions a new one-year program in Pre-Optometric Technician which was to be offered in the fall of 1984. Under consideration was a one-year certificate program in Environmental Hygiene (p. 62). The Update mentions again the certificate offerings in DCE previously discussed (p. 63).

The HCC 1985 Update cited a shift in emphasis to the improvement and upgrading of current programs rather than the development of new curricula or program options (p. 66) and therefore does not mention new certificate programs being offered during the period covered by this Update.

The analysis of the HCC Plans shows 3 specific goals and progress in several areas in developing or improving certificate programs as shown in Table 4 on page 70.

Research Question IA2f - Primary Responsibility Within the Public System for Basic Skills Assessment and Developmental Education Programs

The HCC Phase-One Plan cited as an objective in increasing access: "attract and serve an increasing number of nontraditional students by expanding transitional programs and support services designed to meet the specific needs of adults, minorities, handicapped, and limited-English speaking individuals" (p. 24).

In addition, in its section on "Quality of Education," there appeared the goal of maintaining high academic standards in all programs and courses. In order to do this and provide students with developmental education, the Plan stated that HCC would "provide pre-collegiate courses and support services for students who need additional preparation before undertaking collegiate-level courses" and

Table 4

HOLYOKE COMMUNITY COLLEGE
PROVISION OF CERTIFICATE PROGRAMS IN SPECIALIZED AREAS

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
<u>Goal</u>	<u>Progress</u>	<u>Progress</u>	<u>Goal</u>
Through transitional programs, to prepare non-traditional students to enter the mainstream of the College so they can successfully complete the same degree or certificate program as traditional students.	Three one-year certificate programs had received Stage II approval and were developed in response to a growing demand for short-term training programs for people seeking to re-enter the job market and/or re-train for a new career.	New one-year program in Pre-Optometric Technician. One-year certificate program in Environmental Hygiene was being considered.	Shift in emphasis to improvement and upgrading of current programs rather than developing new curricula or program offerings.
Seven certificate programs being offered by DCE developed in response to people seeking to upgrade skills or qualify for new careers.	New certificate programs will be developed in response to student, community, and industry needs.		

would "provide transitional programs consisting of appropriate academic courses and services that initiate progress towards a degree while stressing the development of pertinent critical skills" (p. 26).

The HCC 1983 Phase-Two Plan contained three policy recommendations relevant to this research question. The first was: "Transitional programs which are designed to meet the needs of particular groups of previously underserved populations should be no more than two academic semesters in length. Counseling should be an integral part of every transitional program and organized group or individual counseling programs may be continued beyond the duration of the transitional program to provide ongoing support" (p. 8).

The second policy recommendation was: "Each entering student will be given a reading comprehension test and, where indicated, a math and/or foreign language placement test prior to pre-registration" (p. 8).

The third policy recommendation was: "Each applicant will have sufficient opportunity for pre-admission and pre-registration counseling so that the College can recognize and respond to individual needs" (p. 8).

Five specific recommendations were contained in the 1983 Phase-Two Plan. The first was: "The Dean of the College, in conjunction with the division chairpersons, the academic coordinator of learning assistance programs, and program coordinators, will identify the academic preparation needed to enter a particular degree program and develop alternative course selection models for students who show promise but

who lack the appropriate prerequisites at the time of their acceptance" (p. 10).

The second specific recommendation was: "The Dean of the College will organize four advisory boards which will advise the College on programs and services for the following groups of under-represented students:

- a) adults;
- b) handicapped;
- c) English as a second language students; and
- d) minority students (p. 10)."

The third specific recommendation was: "The Director of Admissions will revise the admissions data collection and reporting process so that handicapped, marginally qualified students, and others who are likely to require special services can be identified and counseled well in advance of their enrollment. This identification system will be operational by January 1984 and will be used to process all applications for Fall, 1984" (p. 11).

The fourth specific recommendation was: "The Director of Admissions will develop a pre-admission counseling plan consisting of specific activities and materials to assist the applicant who is unsure of his or her academic potential, curricula requirements, and/or learning assistance services available at the College. This pre-admissions counseling program will be implemented in February 1984" (p. 11).

The fifth specific recommendation was "The College will seek approval and funding for a pre-admissions counselor who will be

responsible for counseling prospective students on matters pertaining to curricula and course selection" (p. 11). There followed a note that the implementation of this recommendation was dependent on the College acquiring additional counseling staff (p. 11).

The following appeared as a recommendation for further study: "The anticipated increase in both part-time and nontraditional students will affect the demand for support services as well as the particular assortment of services offered. The College should identify the new services which will be needed, develop efficient and appropriate service delivery systems, and project the number and type of staff needed to provide these services" (p. 13).

The HCC 1984 Update indicated that the first policy recommendation regarding the two-semester limit for transitional programs was fully adopted.

The second and third policy recommendations listed above regarding testing and pre-admissions and pre-registration counseling were not fully implemented according to the 1984 Update. Although the majority of entering students were tested, late applicants occasionally were missed. Procedures needed to be revised so these applicants were included. Also, the College was unable to provide the pre-admissions and pre-registration counseling recommended because of a lack of personnel. The needed position was not approved or funded by the Regents (p. 12).

The first specific recommendation mentioned above regarding the identification of academic preparation needed and development of alternative course selection models was not fully completed, but

specific time lines for completion by January, 1985, were included in the 1984 Update (pp. 13 and 27).

The second specific recommendation regarding advisory boards was not implemented, and no specific timetable had been established in the 1983 Phase-Two Plan. A new specific recommendation in the 1984 Update established the timetable for implementing this recommendation during the 1984-85 academic year (pp. 5-6).

The third specific recommendation mentioned above regarding the admissions data-collecting process was not fully implemented because of the need for a computerized data base. A new timeline was established but no dates specified (pp. 13-14).

The fourth and fifth specific recommendations mentioned above pertaining to a pre-admission counseling plan and approval and funding for a pre-admissions counselor were not implemented because of a lack of personnel and approval and funding respectively (p. 14). The College was to continue seeking approval and funding for the pre-admissions counselor position, and the revised admission plan suggested several interim strategies to expand pre-admissions counseling. These included group orientation meetings prior to pre-registration, student workbooks for curriculum planning, videotape presentations, temporary reassignment of personnel, and the utilization of division chairpersons or faculty as adjunct counselors (p. 14).

The HCC 1985 Update states that policy recommendations one and two from the original plan pertaining to transitional programs and testing prior to pre-registration were to be maintained as policies (p. 26). Another policy initiated in the 1984-85 academic year of encouraging and

supporting faculty and staff development activities leading to more effective advising was mentioned and would also be maintained.

The third policy recommendation from the original plan regarding the pre-admission and pre-registration counseling also remained in the 1985 Update as a policy recommendation. Also the specific recommendation regarding advisory boards appeared as a policy recommendation.

The specific recommendations from the 1983 Phase-Two Plan and 1984 Update regarding the identification of needed academic preparation and development of alternative course selection models remained as such in the 1985 Update.

The Update further stated that although progress had been made, the College was still hampered in implementing the specific recommendations regarding a pre-admission counseling plan and hiring of a pre-admissions counselor because of a lack of personnel and approval and funding for a pre-admissions counselor respectively (p. 17).

The analysis of the HCC Plans indicated 2 specific goals, 3 objectives, 12 recommendations, and progress in 10 areas in basic skills assessment and developmental education programs as shown in Table 5 on pages 77 and 78.

Research Question IA2g - Provision of Community Service and Continuing Education Programs, Community Development Programs and Services, and Other Special Programs, Cultural Activities and Services as Needed and Appropriate for the Service Area.

In the HCC 1982 Phase-One Plan in the section on "Program Planning," a specific goal was to "develop and implement a planning

process that will enable the college to identify and respond to the changing needs of students, employers, and senior institutions" (p. 26).

One of the stated activities to accomplish this goal was to "Implement a program of institutional and community research designed to forecast the needs of students, employers, and senior institutions." A further activity was to "identify and support activities that increase faculty and administrative interaction with the business community and/or senior institutions" (p. 27). In addition, in order to increase the College's capabilities to respond to student and community needs in a changing environment, HCC was to "develop programs and activities that will encourage faculty to develop the capabilities that will be needed in the future" and "review and, if indicated, revise the organizational structure to ensure that it reflects the long-range goals of the College" (p. 28).

Community service was cited in the HCC Phase-One Plan as one of the "distinct missions of the College" (p. 31). In addition, the Plan mentioned the "many programs and activities that can enrich the cultural life of the community." Also, "College buildings and facilities can be utilized by many community groups for their own purposes" (p. 31).

Several activities were to be implemented to increase awareness, involvement, and utilization of the College. These were as follows:

- "implement a public relations program designed to increase community awareness of the College's programs, services, and facilities;
- develop programs and services for those who seek specialized counseling and non-collegiate instruction;

Table 5

HOLYOKE COMMUNITY COLLEGE
 PRIMARY RESPONSIBILITY WITHIN THE PUBLIC SYSTEM
 FOR BASIC SKILLS ASSESSMENT AND DEVELOPMENTAL EDUCATION PROGRAMS

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
<p><u>Goal</u></p> <p>Attract and serve an increasing number of non-traditional students.</p> <p>Maintain high academic standards in all programs and courses.</p> <p><u>Objectives</u></p> <p>Expand transitional programs and support services designed to meet the specific needs of adults, minorities, handicapped, and limited English speaking individuals.</p> <p>Provide pre-collegiate courses and support services for students who need additional preparation before undertaking collegiate level courses.</p> <p>Provide transitional programs consisting of academic courses and services to initiate progress toward a degree while stressing development of critical skills.</p>	<p><u>Three Policy Recommendations</u></p> <p>Transitional programs should be no more than two academic semesters in length with counseling an integral part of every transitional program.</p> <p>Each entering student to be given a reading comprehension test and, where indicated, a math and/or foreign language placement test prior to pre-registration.</p> <p>Each applicant to have opportunity for pre-admission and pre-registration counseling.</p> <p><u>Five Specific Recommendations</u></p> <p>Dean of the College, along with Division Chairs, academic coordinator of learning assistance program, and program coordinators would identify academic preparation necessary for degree programs and develop alternative course selection models for those not ready.</p>	<p><u>Progress</u></p> <p>First policy recommendation from 1983 fully adopted.</p> <p>Second and third policy recommendations from 1983 not implemented fully because of lack of personnel.</p> <p>First specific recommendation from 1983 not fully implemented but specific time lines established.</p> <p>Third specific recommendation from 1983 not fully implemented because of need for computerized data base but specific time lines established.</p> <p>Fourth and fifth specific recommendations from 1983 not fully implemented because of lack of personnel. However, revised admission plan suggested interim strategies such as group orientation meeting, student workbooks for career planning, videotape presentations, reassignment of personnel, utilization of division chairs or faculty as adjunct counselors.</p>	<p><u>Progress</u></p> <p>Policy recommendations one and two from original plan were to be maintained as policies.</p> <p>New policy adopted of encouraging and supporting faculty and staff development activities leading to more effective advising would be maintained.</p> <p>Third policy recommendation from 1983 would remain as a policy recommendation.</p> <p>Second specific recommendation from 1983 appeared as a policy recommendation.</p> <p>Recommendations from 1983 regarding needed academic preparation and developing alternative course selection models remained as recommendations.</p>

HOLYOKE COMMUNITY COLLEGE
 PRIMARY RESPONSIBILITY WITHIN THE PUBLIC SYSTEM
 FOR BASIC SKILLS ASSESSMENT AND DEVELOPMENTAL EDUCATION PROGRAMS

Summary of Progress

1983 Phase-Two Plan	1984 Plan
<p>Four advisory boards to be organized: adults, handicapped, EFL, and minority students.</p> <p>Director of admissions to revise admissions data collection and reporting procedures to identify handicapped, marginally qualified and other students needing special services prior to enrollment.</p> <p>Director of Admissions to develop a pre-admissions counseling plan.</p> <p>Seek approval and funding for pre-admissions counselor.</p>	<p><u>Recommendations</u></p> <p>Revision of procedures to include late applicants for pre-admissions and pre-registration testing and counseling.</p> <p>Second specific recommendation from 1983 given a timetable for implementation in 1984-85.</p> <p>Fourth and fifth specific recommendation from 1983 not fully implemented. College needs to continue seeking approval and funding for pre-admissions counselor.</p>

Recommended for Further Study

Identify the new services needed for part-time and non-traditional students, develop efficient and appropriate delivery systems, and project the number and type of staff needed.

- increase usage of College facilities by individuals and community groups;
- encourage greater participation of Holyoke Community College alumni in educational programs and advisory boards;
- increase community participation in College-sponsored cultural activities" (p. 32).

The HCC 1983 Phase-Two Plan addressed these same activities. It outlined a plan for community involvement and mentioned such programs as those developed to retrain displaced workers, provide welfare recipients with employable skills, and serve high school students in danger of losing social security benefits. It also mentioned the design by DCE of workshops and seminars to meet the training needs of a particular business, as well as the variety of noncredit courses offered to individuals seeking to develop new capabilities or to be certified in a career field (pp. 66-67).

Two policy recommendations were set forth in the Phase-Two Plan. They were as follows:

- "Each curriculum advisory board will include at least one alumni representative;
- Holyoke Community College will allocate funds annually for activities designed to increase the interaction between College personnel and local civic, business, and professional associations, and/or senior institutions" (p. 70).

There were also several specific recommendations. The first was to have the President appoint a task force to develop and implement a comprehensive public relations program. The plan was to be reviewed and

revised annually; and themes, a calender of events, and assignment of responsibilities were to be included (p. 70).

The second specific recommendation was that each division chairperson would plan at least one activity each semester to involve faculty with representatives of civic, business, and professional associations, and/or senior institutions. Activity plans and budgets were to be submitted to the President by October 1 of each year (p. 70).

The third specific recommendation was that the Director of Alumni would survey alumni in order to obtain a data base on educational experiences, work history, special interests, and other data which would be helpful in identifying alumni who could serve on advisory boards or task forces. A computerized management information system was to be implemented to maintain this data. The survey was to be conducted during the 1983-84 academic year, and the computer data base established by July, 1984 (p. 70).

The fourth specific recommendation was to seek approval and funding for a Director of Public Relations and Publications to coordinate the public relations program and prepare College publications (p. 71).

A recommendation for further study also appeared in the HCC Phase Two Plan. It was to consider the services required, policies to be developed, and additional human and fiscal resources to be identified which would support the increased utilization of the campus facilities by the community since they were not being fully utilized at that time (p. 71).

The HCC 1984 Update detailed the success of DCE in developing new types of programs and services. Mention was made of a course in

Egyptology featuring a trip to Europe as well as the baseball camp offered in the summer of 1983, and the computer, sports, and recreation camp which was to be offered in the summer of 1984. DCE also produced a video course on Home Gardening which was being shown on cable television. Courses were also offered at off-campus sites and also to high-school seniors seeking advanced courses or SAT preparation (pp. 99-100).

Regarding the specific recommendation of hiring a Director of Public Relations and Publications, the College appointed a half-time Director in the fall of 1983. However, the College was to continue to seek approval and funding for a full-time Director of Public Relations and Publications (p. 100 and 103).

Work was also begun on the celebration of the 20th anniversary of HCC as a community college. Also, in the fall of 1983, limited funding was obtained for a gallery to show the works of local artists. The Legislative Breakfast was also begun as an annual event to inform legislators of the programs, services, and facilities currently available, as well as the role of the College in the community, and to alert them to the future needs of the College (p. 100).

The HCC 1984 Update indicated that the 1983 policy recommendation regarding funding of activities to increase the interaction between College personnel and local civic, business, and professional associations, and/or senior institutions was adopted.

The specific recommendation to accomplish this which involved having each division chairperson plan at least one activity each semester to involve faculty with representatives of local civic,

business, and professional associations, and/or senior institutions was completed for the 1983-84 academic year and was to continue as an ongoing activity (p. 101).

The policy recommendation concerning the inclusion of at least one alumni representative on each curriculum advisory board was not implemented in 1983-84 although some steps were taken. The College was in the process of reviewing the roles of its advisory boards and planning an alumni survey for the summer of 1984. This policy was to be fully implemented during the 1984-85 year (p. 102).

The specific recommendation regarding the task force to develop a comprehensive public relations program was not completed. The task force had been established and had met, but they agreed that the public relations plan must be coordinated with the College's marketing plan which was to be completed in September, 1984. The task force was then to complete its work by November, 1985 (p. 102).

The specific recommendation regarding the survey conducted by the Director of Alumni and implementation of a management information system was not completed. The MIS was to be developed during the summer and fall of 1984, and the survey of alumni was to be developed and distributed by September, 1984 (pp. 103-104).

The 1984 Update mentioned a Holyoke Community College Foundation which would expand community involvement and generate interest and support for the College. The Update suggested that the College should take the necessary steps to organize a foundation (pp. 103-104). This was to be done in October, 1985 (p. 106).

The HCC 1984 Update also contained a new policy recommendation that each division chairperson prepare a report for the President outlining programs or services which could be incorporated into a collaborative effort with one or more high schools. These were to be presented by October 1, 1984 (p. 106).

The HCC 1985 Update indicated that three specific recommendations were completed. These were concerned with the planning by each division chairperson of at least one activity per semester to involve faculty with representatives of local civic, business, and professional associations and/or senior institutions; initiating the necessary steps to organize a Holyoke Community College Foundation; and preparation by each division chairperson of a report for the President outlining programs or services which could be incorporated into a collaborative effort with one or more area high schools (pp. 116-117).

One policy recommendation not implemented was that of including at least one alumni representative on each curriculum advisory committee. The Plan indicated this policy would be implemented when the alumni survey was completed (p. 117).

The specific recommendation regarding the task force to develop and implement a comprehensive public relations program was not fully completed according to the 1985 Update. The task force was working with the marketing task force, and the public relations plan was to be incorporated into the marketing plan which was to be completed by October 1, 1985 (p. 117).

Another specific recommendation not fully implemented was that the Director of Alumni survey alumni and also implement a computerized

information system. Because the time of the College's computer programmers was spent implementing the student records system, work on this recommendation had to be postponed. However, a program had been prepared for address correction, as well as additional programs for fund raising and career data. The survey was to be distributed as soon as the necessary data processing capabilities were in place (p. 118).

The specific recommendation regarding approval and funding for a full-time Director of Public Relations and Publications could not be fully implemented because personnel needs in other areas of the College were determined to be more critical (p. 118).

The HCC 1985 Update contained a new specific recommendation for the implementation of the "Friends of Holyoke Community College" which was to be a campus visitation program for business and civic leaders to increase community awareness (p. 118-121).

A second new specific recommendation was to seek approval and funding for a physical education facility (p. 121).

A third new specific recommendation was to have the Dean of Continuing Education establish a task force to identify the educational, social, recreational, and cultural needs of senior citizens which could be addressed by the College. The task force was to include representatives from the College and community and was to submit its recommendations to the President by April 1, 1986 (p. 121).

A fourth new specific recommendation was to have the Dean of Administration conduct a study to determine current usage of classroom and other space, review requests for space from various groups, and recommend to the President policies and procedures to enable the College

to improve access by outside groups. These recommendations were to be presented by February 1, 1986 (p. 121).

The analysis of the HCC Plans indicated 2 overall goals with 9 objectives, 13 recommendations, and progress in 12 areas regarding provision of Community Service and Continuing Education programs as shown in Table 6 on pages 86, 87, and 88.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

Research Question IA2a - Excellence in Instruction

The STCC 1983 plan addresses this issue through its "first-rate faculty and a comprehensive program of professional development to strengthen teaching skills and enable faculty to pursue higher degrees" (pp. 5-6).

Under a Title III grant awarded to the College in 1981-83, a Five-Year Professional Development Opportunities Plan was to be provided for faculty, staff, and administrators, and a seven-member task force named to research and develop the Plan. A consultant was hired and implementation begun in Fall, 1982. A number of objectives were set forth. These included the opening of a Center for Professional Development and Research (CPDR) scheduled for the Fall of 1983, a Computer Literacy Workshop, provision for release time to facilitate the development of new programs and curricula, development of programs and curricula, development and implementation of innovative teaching techniques, a CPDR Newsletter, noontime roundtables, an information clearinghouse, a faculty/staff orientation program, and continued participation in the University of Massachusetts field-based doctoral program (pp. 247-256).

Table 6

HOLYOKE COMMUNITY COLLEGE
PROVISION OF COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
<u>Goals</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Develop and implement a planning process that will enable the College to identify and respond to the changing needs of students, employers, and senior institutions.	Development of programs to retrain displaced workers, provide welfare recipients with employable skills, and serve high school students in danger of losing social security benefits.	New types of programs and services developed by DCE including trip to Europe in a course on Egyptology; baseball camp offered in summer, 1983; computer, sports, and recreation program to be offered in summer, 1984; video course on Home Gardening for cable television.	Specific recommendation completed regarding planning by each division chairperson of at least one activity per semester to involve faculty with representatives of local civic, business, and professional associations and/or senior institutions.
Identify awareness, involvement, and utilization of the College.	Design by DCE of workshops and seminars to meet the training needs of business as well as a variety of non-credit courses for individuals seeking to develop new capabilities or to be certified in a career field.	Courses being offered at off-campus sites and also to high school seniors seeking advanced courses or SAT preparation.	Specific recommendation completed initiating necessary steps to organize HCC Foundation.
<u>Objectives</u>	<u>Policy Recommendations</u>		
Implement a program of institutional and community research designed to forecast the needs of students, employers, and senior institutions.	Inclusion of at least one alumni representative on each curriculum advisory board.	Appointment of half-time Director of Public Relations with continued seeking of approval and funding for full-time director.	Specific recommendation completed that each division chairperson prepare report for the President outlining programs or services to be incorporated into a collaborative effort with area high schools.
Identify and support activities that increase faculty and administrative interaction with the business community and/or senior institutions.	Allocate funds annually for activities to increase interaction between College personnel and local civic business, and professional associations, and/or senior institutions.	Work begun on 20th anniversary celebration.	Policy recommendation regarding advisory boards still not implemented - waiting for completion of alumni survey.
Develop programs and activities to encourage faculty to develop the capabilities that will be needed in the future.	<u>Specific Recommendations</u>	Funding obtained for gallery to show the works of local artists.	Specific recommendation regarding public relations program not fully implemented - to be incorporated into marketing plan due to be completed by October 1, 1985.
Review and, if indicated, revise the organizational structure to ensure that it reflects the long-range goals of the College.	President to appoint task force to develop and implement a comprehensive	Legislative Breakfast begun as annual event to keep legislators informed.	
		Adoption of 1983 policy recommendation to increase	

HOLYOKE COMMUNITY COLLEGE
PROVISION OF COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
<p>Implement a public relations program designed to increase community awareness of the College's programs, services and facilities.</p> <p>Develop programs and services for those seeking specialized counseling and non-collegiate instruction.</p> <p>Increase usage of College facilities by individuals and community groups.</p> <p>Encourage greater participation of HCC alumni in educational programs and advisory boards.</p> <p>Increase community participation in College-sponsored cultural activities.</p>	<p>public relations program. Plan to be reviewed and revised annually.</p> <p>Each division chair to plan at least one active faculty semester to involve faculty with representatives of civic, business, and professional associations, and/or senior institutions. Plans and budgets to be submitted to the President by October each year.</p> <p>Director of Alumni to survey alumni to obtain data base on educational experiences, work history, special interests, etc. to help identify alumni to serve on advisory boards or task forces. To be conducted in 1983-84 and computer data base to be established by July, 1984.</p> <p>Seek approval and funding for Director of Public Relations and Publications to coordinate public relations program and prepare College publications.</p> <p><u>Recommendation for Further Study</u></p> <p>Consider the services</p>	<p>interaction of College personnel with local civic, business, and professional associations, and/or senior institutions.</p> <p>Continuation as an ongoing activity of specific recommendation for each division chairperson to plan one activity each semester involving faculty with representatives of local civic, business, and professional associations, and/or senior institutions. Was completed for 1983-84 academic year.</p> <p>Policy recommendation to include at least one alumni representative on each curriculum advisory board not implemented because of review of advisory board rolls and survey of alumni. Implementation planned for 1984-85 year.</p> <p>Specific recommendation to appoint task force on public relations to develop and implement public relations program partially implemented. Task force established but public relations plan to be coordinated with marketing plan to be completed September,</p>	<p>Specific recommendation regarding alumni survey not fully implemented due to delay in developing computer program. Survey to be distributed as soon as data processing capability in place.</p> <p style="text-align: center;"><u>New Specific Recommendations</u></p> <p>Implement "Friends of Holyoke Community College" campus visitation program for business and civic leaders to increase community awareness.</p> <p>Seek approval and funding for physical education facility.</p> <p>Dean of Continuing Education to establish task force to identify educational, social, recreational, and cultural needs of senior citizens which College would address.</p> <p>Dean of Administration to conduct study to determine current usage of classroom and other space, review requests for space, and recommend policies and procedures to the President by February 1, 1986.</p>

HOLYOKE COMMUNITY COLLEGE
PROVISION OF COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Summary of Progress

1983 Phase-Two Plan	1984 Plan
required, policies to be developed, and additional human and fiscal resources to be identified to support the increased utilization of the campus facilities.	1984, and task force to complete its work by November, 1985.
	Specific recommendation regarding alumni survey not completed. MIS to be developed during summer and fall of 1984, and alumni survey to be developed and distributed by September, 1984.
	Steps to organize Foundation to be taken by October, 1985.
	<u>Policy Recommendation</u>
	Each division chairperson to prepare a report for the President outlining programs and services which could be incorporated into a collaborative effort with one or more high schools.

In the 1984 STCC Plan Update there was a chapter devoted to computer-assisted and computer-managed instruction which involved the areas of Radiologic Technologies, Developmental English, Developmental Mathematics, Business, and Computer-Assisted Design/Computer-Assisted Manufacturing. A Director of Academic Computing was hired in 1983 whose function was to purchase computer hardware, coordinate its function on campus, and assist faculty in becoming computer literate. Hardware was purchased in 1983 and more scheduled to be purchased in 1984 and 1985. A computer literacy course entitled "Computers in Society" was to be introduced in the fall of 1984 which would be interdisciplinary in nature (pp. 2-6).

In terms of its faculty, the STCC 1984 Plan Update indicated that professional development opportunities continued. The Center for Professional Development and Research was designed on paper. Its physical location was deferred until 1984-85 and receipt of adequate funding for its operation. Participation in the Field-Based Doctoral Program at the University of Massachusetts continued. In addition, the Regional College Faculty Exchange Program continued with STCC and Westfield State College (WSC) exchanging one faculty each in the Fall, 1984, semester.

The formal orientation program for new faculty and staff was deferred until 1984-85. Although a proposal was developed for a Faculty/Business/Industry Exchange program and lines of communication developed through the Co-op program, further development was to be deferred until 1984-85. Regional activities continued through the CCGS and PCC, and a conference on educational pedagogy was held at STCC in

Spring, 1984, with faculties from HCC, STCC, and WSC in attendance. In addition, STCC co-sponsored a conference in May, 1984 at Western New England College on the role of the professor as a teacher (p. 520).

The STCC 1984-85 Plan Update referred to excellence in the section on "Evaluation and Review of Academic Programs." It stated that "STCC fully subscribes to the major assumptions set forth by the Board of Regents." One of these was: "Quality cannot be easily defined or simplistically evaluated. The definition emerges from honest professional discourse about the standards that should be applied, student learning accomplished and society's educational preferences" (p. 3). In addition, the 1985 Plan Update also referred to the program evaluations conducted since 1982 which had resulted in full accreditations for ten programs as of the June, 1985, date of the Plan. Other program reviews were in process at that time. Generally speaking the Plan indicated that the "evaluator visits have resulted in commendations and glowing report." Further, responses were prepared and sent to the Board of Regents with the self-study and evaluator's report for the programs reviewed (pp. 2-4).

The 1984-85 Plan Update also contained a specific section on the "President's Response to the Task Force on Excellence" (pp. 1 and 2 of 56 pages in a separate section following main body of Plan) which indicated that the Task Force had been appointed and had completed its work and reported to the President in May of 1984 with some 123 recommendations touching upon virtually all aspects of the College.

Excellence in instruction was addressed under "Academic Standards" with a specific long-term concern: "to continue to maintain an academic

environment in which the primary goal is that a capable student may realize his/her full potential" (p. 2).

The STCC Plans indicated 1 specific goal, 1 long-term concern, 1 overall objective with 8 activities attached, and progress in about 8 areas relating to excellence in instruction as illustrated in Table 7 on pages 93 and 94.

Research Question IA2b - Provision of Associate Degree

The STCC 1982-1987 Plan indicated that there were 61 degree programs available to the 2,541 day students enrolled in the fall of 1982 and that 15 of them had been developed since 1975 with 3 new ones which were to be offered in the fall of 1983 (p. 6).

The STCC 1984 Plan Update indicated that the three degree programs mentioned in the 1982-1987 Plan were actually implemented, and another program which had been suspended for the 1982-1983 academic year had been reinstituted for the 1983-1984 academic year. It had been closed to provide time to bring the program back up to Agency accreditation standards (p. 7).

The STCC 1984-1985 Plan Update indicated that three programs instituted in the fall of 1983 continued in their second year of operation while two others were implemented in the fall of 1984. One additional new program was planned for implementation in the fall of 1985, and two others were planned for implementation in the fall of 1986. One other had to be deferred for implementation because of a lack of funding (pp. 44-45).

The STCC Plans indicated a goal of offering three new degree programs in the Fall of 1983 and progress in 5 areas regarding the

provision of associate degree programs as shown in Table 8 on page 95.

Research Question 1A2c - Programs in Paraprofessional, Technical, and Service Fields

The STCC 1982-1987 Plan stated that the 61 Degree programs offered included the areas of high technology, health/human services, business, secretarial, word processing, law enforcement, early childhood, and other service and engineering technology programs (p. 6). The Plan also stated: "The College takes seriously its mandate to prepare individuals for employment and has not been reluctant to phase out programs for which demand, both by students and the business community, has declined" (p. 6).

The STCC 1983-84 Plan Update mentioned the Radiation Therapy Program alluded to above which was reinstituted after having been brought back up to accreditation standards. Adequate staffing for it was obtained through an Occupational Education Grant (p. 7).

The Update also stated that further development of another program (Occupational Therapy) was deferred because of limited potential for placements in hospitals and in Belchertown State School and Monson Developmental Center. Another program (Physical Therapy) continued to be developed instead. Also, three other options were added to programs, one of which would require additional equipment in the fall of 1984 (pp. 7-10).

The STCC 1984-1985 Plan Update indicated the addition of programs in Clinical Health Science and Computer-Aided Drafting Option and the Center for Excellence in Engineering as being planned for implementation. Programs in Radiation Therapy and Microprocessing

Table 7

**SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
EXCELLENCE IN INSTRUCTION**

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Plan Update
<u>Goal</u>	<u>Progress</u>	<u>Progress</u>
Provision of Five-Year Professional Development Opportunities Plan.	Computer-assisted and computer-managed instruction in areas of Radiologic Technologies, Developmental English and Math, Business, and Computer-Assisted Design/Computer-Assisted Manufacturing.	Reference to evaluation visits resulting in commendations on programs.
<u>Objectives</u>	Director of Academic Computing hired in 1983.	Task force on excellence appointed and report to the President submitted containing some 123 recommendations touching upon all aspects of the College.
Seven-member task force to research and develop Professional Development Opportunities Plan with following objectives:	Computer literacy course to be introduced in fall of 1984 - interdisciplinary in nature.	<u>Specific Long-Term Concern</u>
Open Center for Professional Development and Research (CPDR) by Fall, 1983	Center for Professional Development and Research designed on paper and awaiting location and funding.	To maintain academic environment in which primary goal is that a capable student may realize his/her potential.
Computer literacy workshop	Continued participation in field-based doctoral program.	
Release time to facilitate development of new programs and curricula Development and implementation of innovative teaching techniques	Regional College Faculty Exchange Program resulted in exchange between STCC and WSC of one faculty member each in fall, 1984.	
CPDR Newsletter	Formal orientation program for faculty and staff deferred until 1984-85.	
Information Clearinghouse	Proposal developed for Faculty/Business/Industry Exchange program developed with further development deferred until 1984-85.	
Noontime roundtables		
Faculty/Staff orientation program		
Continued participation in UMass field-based doctoral program		

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
EXCELLENCE IN INSTRUCTION

Summary of Progress

1984 Five-Year Campus Plan Update

Regional COGS and PCC activities continued and conference on educational pedagogy held at STCC in spring, 1984. Co-sponsoring of Conference in May, 1984, on role of the professor as a teacher.

Table 8

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
PROVISION OF ASSOCIATE DEGREE

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Plan Update
Three new degree programs to be offered in fall, 1983.	<p style="text-align: center;"><u>Progress</u></p> <p>Three new degree programs implemented.</p> <p>One degree program previously suspended had been reinstated.</p>	<p style="text-align: center;"><u>Progress</u></p> <p>Two new degree programs implemented.</p> <p>One program planned for implementation in fall, 1985.</p> <p>Two programs planned for implementation in fall, 1986.</p>

Technology, as well as the Displaced Homemaker Program and Cooperative Education Program, were ongoing (pp. 44-45). These were included in the discussion of Research Question IA2b above.

The STCC Plans clearly indicated progress in several areas in providing programs in paraprofessional, technical, and service fields as shown in Table 9 on page 97.

Research Question IA2d - Provision of Transfer Programs

The STCC 1982-87 Plan stated that in the fall of 1982, there were 129 students in the Engineering Transfer Program, 128 students in the Liberal Arts Transfer Program, and 216 students in the General Studies Transfer Program, representing a total of 13 percent of the day enrollment. According to the Plan, a recent study had indicated that during the 1980-81 academic year 79 percent of completed applications to four-year institutions were accepted, and 182 of these students subsequently enrolled in baccalaureate degree programs (pp. 6-7).

Mention was also made of a Computer Science Transfer Program being prepared in cooperation with Westfield State College for implementation in the fall of 1983 (p. 7). The Plan also referred to efforts at dialogue with upper-level institutions to maximize transferability but indicated there were problems regarding articulation among all levels of public higher education which should be addressed by the Regents (p. 7).

The STCC 1984 Plan Update indicated that the Computer Science Transfer Program was instituted in the fall of 1983 but had a \$15,000 cut in the equipment request.

The STCC 1984-85 Plan Update reported that the Computer Science Transfer Program continued in its second year of program implementation.

Table 9
 SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
 PROGRAMS IN PARAPROFESSIONAL, TECHNICAL, AND SERVICE FIELDS

Summary of Progress			
1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Plan Update	
No specific goals. Statement regarding 61 degree programs being offered.	<p><u>Progress</u></p> <p>Reinstitution of Radiation Therapy program after being brought up to accreditation standards.</p> <p>Development of Occupational Therapy program deferred because of limited placement but Physical Therapy program development continued.</p>	<p><u>Progress</u></p> <p>Addition of programs in Clinical Health Science and Computer Drafting Option.</p> <p>Center for Excellence in Engineering being planned for implementation.</p>	

Critical to its success was the acquisition of necessary equipment for a designated laboratory. A total of \$45,000 was requested; and as a result of the funding received in FY85, the laboratory had been established (p. 56).

The 1984-85 Plan Update also mentioned the proposal for Center of Excellence designation for the Engineering and Science Transfer program in the FY86 Budget Request. This titular status was granted by the Board of Regents when their fiscal recommendations were made to the Governor, and based upon this designation, \$60,000 was requested for equipment and personnel (pp. 56-57).

The STCC Plans show a strong commitment to providing transfer programs as illustrated in Table 10 on page 99.

Research Question IA2e - Provision of Certificate Programs

The STCC 1982-87 Plan mentioned as one of its goals: "career programs of one or two years' duration leading to meaningful employment of our graduates in health, technical, business, and service occupations" (p. 10). Generally speaking one-year programs of study award a certificate, not a degree. In the section on "Five Year Plan for the Academic Divisions," certificate programs described in tabular form include Drafting and Design/Machine Design/Mechanical Technologies, Cosmetology, and Clerical Office Assistant (pp. 101, 128, and 165). These were existing certificate programs.

The STCC 1984 Plan Update contained specific mention of an Administrative Bookkeeper Certificate Program which was added in the Spring, 1984, semester. It was offered through the Division of Continuing Education in response to regional manpower studies and

Table 10

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
PROVISION OF TRANSFER PROGRAMS

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Plan Update
	<u>Progress</u>	<u>Progress</u>
Computer Science Transfer Program being prepared in cooperation with WSC for implementation in fall, 1983.	Computer Science Transfer Program instituted in fall, 1983.	Acquisition of equipment for a laboratory for the Computer Science Transfer Program.
Efforts at dialogue with upper level institutions.		Status of Center for Excellence in Engineering granted by Board of Regents, and \$60,000 requested for equipment and personnel.

provided entry level skills. Funding was obtained from a federal displaced homemakers grant. A second semester was run in the summer of 1984, and the College intended to reapply for funding for the 1984-1985 year with the program being open to the public (pp. 8-9).

The STCC 1984-1985 Plan Update indicated that a new one-year certificate program in Diagnostic Medical Sonography was planned for implementation in the fall of 1986.

The Plans show progress in 2 areas in providing certificate programs as illustrated in Table 11 on page 101.

Research Question 1A2f - Primary Responsibility Within the Public Sector for Basis Skills Assessment and Developmental Education Programs

The STCC 1982-1987 Plan indicated that more than 50 percent of entering students received remediation in Math or English. Further, 18 percent of all day students in the fall of 1980 were enrolled full-time in a developmental program. Also, 49 percent of the graduates in 1982 started in developmental math and 24.5 percent of that graduating class started in developmental English (pp. 7-8). The creation of the Individualized Learning Center for Self-Paced Math Instruction and the Listening Center for Developmental English were cited as innovative and positive steps. The Individual Learning Center was mentioned as doing "comprehensive placement testing of all incoming students" (p. 8). The following specific goals were cited:

- "1. To provide access to higher education for all with special attention to the needs of the economically and educationally disadvantaged.

Table 11

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
PROVISION OF CERTIFICATE PROGRAMS

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Plan Update
<p><u>Goals</u></p> <p>Career programs of one or two years' duration leading to meaningful employment of graduates in health, technical, business, and service occupations.</p>	<p><u>Progress</u></p> <p>Addition of Administrative Book-keeper Certificate Program added in spring, 1984.</p>	<p><u>Progress</u></p> <p>One-year Certificate Program in Diagnostic Medical Sonography planned for implementation in fall, 1986.</p>

2. To offer the educational programs necessary to meet the current and anticipated needs of our students, the community, and the Commonwealth, including:
 - a. developmental programs to upgrade student skills in mathematics, communications, and science to the college entry level" (pp. 9-10).

The STCC 1984 Plan Update contained a section on "Progress in Developmental Education." It indicated progress in "systematizing the delivery of remedial and preparatory courses to accommodate the needs of large and diversified numbers of incoming students (p. 47).

Progress was detailed in tabular form indicating a projection for the institution of the position of Dean of General Studies and Developmental Education. A division chairperson position was subsequently instituted. Release time for coordination of General Studies was granted to three faculty on a part-time basis. A full-time divisional secretary was to be hired if funding became available for FY85, and a full-time Counselor had been assigned to the General Studies staff in August of 1983. Plans were being developed to implement computer-assisted instruction in Developmental Math and English. A faculty workshop on student advisement and retention was also planned for the fall of 1984, and expansion of the Listening Center was planned. A professional tutor was added to the developmental reading labs for 8 to 10 hours per week beginning in February of 1984, and a coordinator of tutoring services in remedial writing was added for 10 hours weekly beginning in March of 1984 with a second professional tutor to be recruited for reading development classes (pp. 48-50).

Finally, progress was reported in developing a method to increase the number of students taking the reading comprehension test.

The STCC 1984-1985 Plan Update indicated that the systematizing of the delivery of remediation and prerequisite skills development courses mentioned in the 1984 Plan Update was "accomplished within the General and Developmental Studies Division of the College within stringent budgetary constraints" (p. 125). The Update further stated that without such an approach the College would have had to "consider policies altering admissions standards denying access to those who are marginally prepared, as many of the other community colleges across the country have adopted" (p. 125). The General Studies Program was able to guide underprepared students in programs of study in which they were interested and had developed eight basic cores of study. The General Studies Program was cited as a "coordinative structure for the assessment and diagnosis of individual student needs and for corresponding prescriptive assignment of academic support services to underprepared students" (p. 126). The goal of the general studies student and advisor was "formal acceptance into the program of the student's choice." This was accomplished by "intra-college transfer" (p. 127).

According to the 1984-1985 Update, 940 students were enrolled in the General Studies Department in the fall of 1984. Also, 350 General Studies students applied for acceptance into other programs at the College, and 297 were accepted for an 85 percent success rate. The Update stated that in other years the rate had been 75 to 85 percent. Of the June, 1982, class, most of the General Studies students (76.4

percent) and 56.4 percent college-wide had completed developmental courses before advancing to college-level work. In addition, 17.9 percent of June, 1982, graduates of career and other transfer programs had spent one or more semesters in the General Studies Department (pp. 128-135).

Of the 940 students enrolled in General Studies in the fall of 1984, 22 percent left because of unsatisfactory progress, and they were the subject of further study according to the 1984-1985 Plan Update (p. 136).

The Update also discussed the function of the Developmental English Department and the low performance of approximately 50 percent of entering students on English placement tests which prompted the development of specific remedial programs to serve the needs of these students. In addition, a developmental writing course was implemented along with a developmental reading program. Unlike the developmental writing course, however, developmental reading was not required. (Those who score low on the reading test or who wish to improve reading competency are encouraged to take the course.) While English as a Second Language (ESL) was not part of Developmental English, there was articulation between the two as developmental courses provide the transition between ESL instruction and traditional college courses (pp. 137-141).

Developmental education was further addressed in the section at the end of the 1984-1985 Update containing the "President's response to the Task Force on Excellence." The point was made that students do not come to STCC because of the excellence of the developmental programs but

rather for the reputation of the career and transfer programs. This was "not to infer that we should not put a high priority on these programs, but they should not have the highest priority or we have turned our mission upside down" (p. 3 after main body of Plan Update).

An analysis of the STCC Plans indicated 2 specific goals for developmental education and progress in some 15 areas as shown in Table 12 on pages 106 and 107.

Research Question 1A2g - Provision of Community Service and Continuing Education Programs and Services, and Other Special Programs, Cultural Activities and Services as Needed and Appropriate for Other Special Programs, Cultural Activities, and Services as Needed and Appropriate for This Service Area

The STCC 1982-1987 Plan reported that 15 to 20 percent of STCC degrees were awarded to continuing education students. In the fall of 1980, there were 3,612 DCE students compared to 3,785 day. "The College has constantly worked to make as many general and career programs as possible available through DCE." At the time the Plan was written, 28 departments were included (p. 8).

The Plan also stated that DCE had offered conferences, institutes, and seminars in particular subjects or disciplines of interest (p. 316). Also, college extension services were available at area high schools and libraries as well as Westover Air Force Base to serve the needs of individuals and businesses in the community (p. 316). The offering of credit, non-credit, and developmental courses as needed in the community was cited in the Plan as a goal of DCE. Another goal was to increase the interaction between the community and the College by providing

Table 12

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
PRIMARY RESPONSIBILITY WITHIN THE PUBLIC SECTOR FOR BASIC SKILLS
ASSESSMENT AND DEVELOPMENTAL EDUCATION PROGRAMS

Summary of Progress

1982-1987 Five-Year Plan	1984 Five Year Campus Plan Update	1984-1985 Plan Update
<u>Goals</u>	<u>Progress</u>	<u>Progress</u>
Provide access to higher education for all with special attention to the needs of the economically and educationally disadvantaged.	Systematizing of delivery of remediation and preparatory courses to accommodate the needs of large and diversified numbers of incoming students.	Eighty-five percent of the General Studies students applying for acceptance into other programs at the College were accepted (297 of 350).
Offer the educational programs necessary to meet the current and anticipated needs of students, the community, and the Commonwealth, including:	Position of Dean of General Studies and Developmental Education projected. Division Chairperson subsequently instituted.	Total enrollment of 940 students in the General Studies Department in fall, 1984.
Developmental programs to upgrade student skills in mathematics, communications, and science to the College entry level.	Release time granted to three faculty for coordination of General Studies. Full-time divisional secretary to be hired if funded.	Twenty-two percent of the 940 left and were the subject of further study.
	Full-time counselor assigned to General Studies staff in August, 1983.	Development of specific remedial programs to assist students with low performance on the English placement tests.
	Plans being developed to implement computer-assisted instruction in Developmental Math and English.	Implementation of developmental writing course and developmental reading program.
	Faculty workshop on student advisement and retention planned for fall, 1984.	Articulation between Developmental English and ESL staff to provide transition between ESL instruction and traditional college courses.
	Expansion of Listening Center planned.	
	Professional tutor added to developmental reading labs	

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
PRIMARY RESPONSIBILITY WITHIN THE PUBLIC SECTOR FOR BASIC SKILLS
ASSESSMENT AND DEVELOPMENTAL EDUCATION PROGRAMS

Summary of Progress

1984 Five-Year Campus Plan Update

beginning in February, 1984 (8 -
10 hours per week).

Coordinator of Tutoring Services
in remedial writing added
beginning in March, 1984 (10 hours
per week) with second professional
tutor to be recruited for reading
development classes.

Method developed to increase num-
ber of students taking the reading
comprehension test.

campus facilities for community-sponsored special events. Also, a further goal was to administer comprehensive testing for students and the community to include G.E.D., C.L.E.P., S.A.T., Challenge Exams, C.A.M.P., Real Estate Sales and Brokers, and others based upon student need and interest (p. 318).

The STCC 1984 Plan Update mentioned Continuing Education in the discussion under Research Question IA2e above regarding the Administrative Bookkeeper Certificate Program. The Appendix to the Plan Update addressed the role of the Springfield Area Public College Cooperative (SAPCC) in working with the Private Industry Council of Hampden County to submit a grant proposal in March of 1984 to the Massachusetts Office of Community Affairs in support of an "Older Workers Employment Program" (p. 12 of Appendix).

The STCC 1984-1985 Plan Update mentioned the role of the Division of Community Services which provided several outreach programs providing cultural awareness, mentor relationships, tutorial support, and enrichment activities, all of which ultimately contribute to recruitment and retention (p. 167). The Plan Update also cited the Career Awareness Program reaching out to minorities and women through a mentor program pairing junior high school students with industry and college faculty (pp. 167-168). "Project Reach" was also cited as a collaborative effort with the Area Health Education Center of Western Massachusetts to provide outreach and support for minority high school students interested in health careers. The "Displaced Homemaker" program was also mentioned; it worked with approximately eight community agencies to recruit applicants (p. 170). The Older Workers Employment Program was

again mentioned. Students were being recruited, and 28 persons had received counseling and training services to date representing about one-half the anticipated participants by October of 1985.

The analysis of the STCC Plan shows 3 goals and progress in 6 areas in providing continuing education and community service programs as indicated in Table 13 on page 110.

GREENFIELD COMMUNITY COLLEGE

Research Question IA2a - Excellence in Instruction

The GCC 1983-1988 Five-Year Plan stated that: "Pervading all aspects of its academic mission is the College's commitment to a comprehensive program of developmental education - a unique integration of developmental studies, courses, tutoring, and counseling. The College believes that these components are essential to the fulfillment of the policy of open admissions and serve to make the institutional goal of academic excellence available to all students" (p. 6).

Further, in the section on "Institutional Goals and Priorities," the following goals were listed:

- "A. Ensure the quality and currency of all academic offerings.
- B. Promote throughout the curricula student competency in writing, reading, critical thinking, computer use, and study skills.
- C. Provide all degree students with a core of general education courses.
- D. Ensure that all transfer curricula provide for maximum transferability of all required courses.

Table 13
SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
PROVISION OF COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS AND SERVICES

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Plan Update
<p style="text-align: center;"><u>Goals</u></p> <p>Offer credit, non-credit, and developmental courses as needed in the community.</p> <p>Increase interaction between the community and the College by providing campus facilities for community-sponsored special events.</p> <p>Administer comprehensive testing for students and the community including G.E.D., C.L.E.P., S.A.T., Challenge Exams, C.A.M.P., and Real Estate Sales and Brokers.</p>	<p style="text-align: center;"><u>Progress</u></p> <p>Springfield Area Public College Cooperative and Private Industry Council of Hampden County working to submit grant proposal in March, 1984, in support of "Older Workers Employment Program."</p>	<p style="text-align: center;"><u>Progress</u></p> <p>Provision by Division of Community Services of outreach efforts including cultural awareness, mentor relationships, tutorial support, and enrichment activities.</p> <p>Career Awareness Program reaching out to minorities and women through mentor program pairing junior high students with industry and College faculty.</p> <p>Project Reach to provide outreach and support for minority high school students interested in health careers.</p> <p>Displaced Homemaker program worked with approximately eight community agencies to recruit applicants.</p> <p>Students being recruited into Older Workers Employment Program with 28 persons receiving counseling and training services representing about one-half the anticipated participants by October, 1985.</p>

- H. Promote academic success through adequate learning resources and assistance in the Library, Media Center, and the Learning Center.
- J. Encourage the development and enhanced utilization of learning resources both human and material" (p. 10).

Cited as an institutional priority was the following:

"5. Development of existing curriculums to highlight their excellence. The purpose of the special development would be to attract additional students. Such areas under consideration are mathematics, science, graphics, recreation, and liberal arts. These programs would enhance both the transfer program and the career based curricula. Estimated cost would be reflected in both this year's budget and the budgets of the next five years. The federal government is concentrating and stressing programs of higher education in mathematics and science. Therefore, we want to be in a position to attract students to those programs so we are constantly updating our science and mathematics instruction and curriculum."

"Our graphics program is already regionally recognized and we hope to improve on its excellent reputation by including a computer component that will enrich the depth and breadth of the graphic students skills."

"Our outdoor recreation program is also nationally recognized and we are considering developing a Level II certificate program for industry and businesses who wish to give their

executives an opportunity to learn survival, stress and recreational related skills."

"Finally, we need to build on the fact that about 50-55% of our students are transfer students and we are always very concerned about ensuring the students success by enhancing his background with a strong liberal arts component. These courses are readily accepted in a transfer capacity when the student moves on to a four-year college or university" (pp. 13-14).

In the GCC 1983-1984 Update, Institutional Priority 5 appearing above was restated. In the "Summary of Progress" section, the Update indicated that there was a budget priority for FY85 for the purpose of additional equipment in the areas of science and graphics. In addition, the Management/Data Processing Program, which had not been designed with a 2 + 2 transfer in mind, had been phased out and replaced by the Computer Information Systems Program. "The excellence of this program has been greatly enhanced by changing to a more appropriate title and updating its curriculum content" (p. 10).

The Update further stated that the Outdoor Leadership Program was recognized nationwide as a program of excellence. In addition, the Graphics Program had recently acquired additional equipment through funding from a Vocational Education grant, and building renovations were planned in order to house the equipment and make it available to students (p. 11).

The GCC 1984 First Biannual Follow-Up of its Five Year Plan contained no narrative introductory material but rather a status report

on some 40 areas of study giving activity numbers only which had to be traced to the original plan for the substance, blockage of these activities, what to do to remove blockage, and recommended changes. These were done in tabular form and were brief with no specific mention of excellence. These pages constitute the entire follow-up and were not numbered. Reference to these pages is by numbers written in by the author.

The GCC 1985 Update again restated Institutional Priority 5 addressed above.

In the "Summary of Progress" section, it was reported that GCC was attracting students from all over the country into its Outdoor Leadership Program and was one of the national leaders in this program. Its program director was cited as one of eight people in the Northeast classified as a leader trainer. In addition, faculty in the program were producing books on related subjects (p. 4).

The 1985 Update also mentioned the high quality two-year Music Program supported by an outstanding faculty (p. 4).

The 1985 Update also reported the first major curriculum revision in Media Communications which was put into effect in January, 1985, with several new courses being added. Media faculty had also developed a brochure for the program (p. 4).

The GCC Plans indicated 7 goals and progress in 6 areas regarding academic excellence as shown in Table 14 on page 114.

Research Question IA2b - Provision of Associate Degree

The GCC 1983-1988 Five-Year Plan stated that the College's mission

Table 14

**GREENFIELD COMMUNITY COLLEGE
EXCELLENCE IN INSTRUCTION**

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update		1984 First Biannual Follow-Up		1985 Update	
	<u>Goals</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Ensure quality and currency of all academic programs.		Budget priority in FY85 for additional equipment in science and graphics areas.		Indicated in about 40 different areas in tabular form. No specific breakdown.		Faculty in Outdoor Leadership Program producing books on related subjects.
Promote throughout the curricula student competency in writing, reading, critical thinking, computer use, and study skills.		Replacement of Management/Data Processing Program not designed for 2 + 2 transfer with Computer Information Systems program.				Major curriculum revision in Media Communications effective in January, 1985. Brochure for the program developed also.
Provide core of general education courses to all degree students.		Outdoor Leadership Program recognized nationwide as a program of excellence.				
Ensure that transfer curricula provide maximum transferability.		Additional equipment acquired for the Graphics program.				
Promote academic success through adequate learning resources and assistance.						
Encourage the development and utilization of learning resources, both human and material.						
Development of existing curricula to highlight their excellence and attract additional students.						

incorporated the policies contained in the Long Range Plan for Higher Education in Massachusetts issued by the Board of Regents:

- "1. To provide associate degree programs
 - a) first, those programs which facilitate transfer to appropriate baccalaureate degree programs;
 - b) second, those programs which link human resource needs of the community's professional, industrial, business and human services organizations with the occupational needs of students" (p. 6).

The "Institutional Goals and Priorities" section set forth related goals and a priority as stated above in the discussion of Research Question IA2a - Excellence in Instruction.

The GCC 1983-1984 Update indicated that effective in September of 1985 a new set of core requirements would be implemented in the Behavioral Sciences Division for all liberal arts degree candidates. This would bring the core requirements more in line with those set for Humanities and Natural Sciences. Prior to September, 1984, all liberal arts concentrations had required approval of the Massachusetts Board of Regents as discreet programs, but as of September, 1984, all liberal arts concentrations were to be phased out and replaced with liberal arts options requiring approval by local trustees. This would bring GCC curricula in line with other colleges in the system and also allow for more flexibility in program development and design of options to meet transfer needs as 2 + 2 arrangements were developed (p. 1).

The 1983-1984 Update also reported that three new liberal arts options would be added to the existing program in the fall of 1984 in

Natural Resources, Food Science, and Classical Humanities. The options in Natural Resources and Food Science were referred to as specific 2 + 2 arrangements with the University of Massachusetts (p. 1).

There was also discussion in the Update of additional 2 + 2 programs with four-year institutions and high schools. With the high schools, students would begin a four-year program in the junior year of high school and culminate with an associate degree at the community college level (pp. 1-2).

The Update also mentioned the Humanities Lay Advisory Committee's contribution to the strength of the Liberal Arts Program through articulating employer needs, writing promotional material, and helping develop internships for liberal arts students (p. 2).

Regarding the GCC 1984 First Biannual Follow-Up, the reader is referred to the comments appearing above under Research Question IA2a - Excellence in Instruction.

The GCC 1985 Update restated the Institutional Goals and Priorities appearing above. Further discussion on the provision of associate degree programs appears under Research Question IA2d - Provision of Transfer Programs in the subsequent pages of this chapter.

The GCC Plans indicated 2 goals and progress in several areas regarding the provision and enhancement of associate degree programs as shown in Table 15 on page 117.

Research Question IA2c - Programs in Paraprofessional, Technical, and Service Fields

The reader is referred to the information presented above relative

GREENFIELD COMMUNITY COLLEGE
PROVISION OF ASSOCIATE DEGREE

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update	1984 First Biannual Follow-Up	1985 Update
<u>Goal</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
To provide associate degree programs which:	New set of core requirements in Behavioral Science Division for all liberal arts degree candidates.	Indicated in about 40 different areas in tabular form with no specific breakdown.	Restatement of goals previously mentioned.
a) facilitate transfer to appropriate baccalaureate degree programs.	Three new liberal arts options to be added in fall, 1984, in Natural Resources, Food Science, and Classical Humanities.		
b) link human resource needs of the community's professional, industrial, business, and human services organizations with the occupational needs of students.	Discussion of additional 2 + 2 programs with four-year institutions and high schools.		
	Humanities Lay Advisory Committee contributing to strength of Liberal Arts program through articulating employer needs, writing promotional material, and helping develop internship.		

to IA2a - Excellence in Instruction and IA2b - Provision of Associate Degree

In addition, the GCC 1983-1988 Five Year Plan included as institutional goals the following:

"E. Ensure that all career curricula provide a foundation for career development and maximum employability.

"F. Make career development a shared responsibility of all within the College community" (p. 10).

Further, under "Institutional Priorities," a specific priority was mentioned regarding the inclusion of computer study in academic programs:

"3) Development of a program of technological education to provide computer awareness or literacy for the majority of graduating students. This College will also update the technical skills of the faculty . . . Concurrent with a primary focus on computer technology will be a continued technological upgrading of engineering, science, electronics, media, and graphics equipment. The development of all academic programs and College administrative systems is both a statewide and local goal" (p. 13).

There was to be a request in the 1984-1985 budget to support this priority.

The Institutional Goals and Priorities previously stated above were repeated in the GCC 1983-84 Update. The Summary of Progress in the 1983-84 Update indicated that the FY85 Budget and Vocational Education grant funds had provided additional equipment in engineering science,

electronics, media, and graphics. This was seen as considerably enhancing existing and future curriculum offerings. Computer literacy had been addressed through the addition of nine one-credit data processing modules and several new three-credit courses in data processing. Faculty were also studying the addition of one-credit courses in data processing to address the individual needs of their students (p. 8).

Regarding the GCC 1984 First Biannual Follow-Up, the reader is referred to the comments appearing above under IA2a - Excellence in Instruction.

The GCC 1985 Update, Summary of Progress section, again mentioned the information previously given above regarding new equipment and the addition of data processing courses to accomplish computer literacy. The Update reported further that students from a variety of curricula were enrolling in these courses to enhance their own programs of study (p. 8).

The GCC Plans indicated 3 goals and progress in several areas related to providing programs in paraprofessional, technical, and service fields as shown in Table 16 on page 120.

Research Question IA2d - Provision of Transfer Programs

The reader is referred to the information presented above under IA2a - Excellence in Instruction and IA2b - Provision of Associate Degree.

Also, as previously noted, in the original 1983-1988 Five-Year Plan, the following appeared under Institutional Priority 5:

Table 16

GREENFIELD COMMUNITY COLLEGE
PROGRAMS IN PARAPROFESSIONAL, TECHNICAL, AND SERVICE FIELDS

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update	1984 First Biannual Follow-Up	1985 Update
<u>Goals</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Ensure that all career curricula provide a foundation for career development and maximum employability.	Additional equipment obtained in engineering, science, electronics, media, and graphics.	Indicated in about 40 different areas in tabular form with no specific breakdown.	Students in a variety of curricula enrolling in the data processing modules and curricula to enhance their programs of study.
Make career development a shared responsibility of all within the College community.	Nine one-credit data processing modules and several new three-credit courses in data processing.		
Development of a program to provide computer awareness or literacy for the majority of graduating students and update technical skills of the faculty as well as an upgrading of equipment. Budget request in FY85 to support this.	Addition of one-credit courses in data processing to address individual needs of students being studied.		

"Finally, we need to build on the fact that about 50-55 percent of our students are transfer students and we are always very concerned about ensuring the students' success by enhancing their background with a strong liberal arts component. These courses are readily accepted in a transfer capacity when the student moves on to a four-year college or university" (p. 14).

In addition, the GCC 1983-1988 Five-Year Plan contained the following in its "Institutional Priorities" section:

"1. Development of a Liberal Arts academic concentration to be used as a base for students who wish to transfer between Greenfield Community College and other state or private colleges or universities. The development of a Liberal Arts concentration will be the highest priority. The estimated time of development of present programs and new transfer programs is three years, 1983-1986. The 1984-1985 budget already is being planned for the major emphasis" (p. 12).

The GCC 1983-1984 Update restated the institutional priorities set forth above. The "Summary of Progress" section presented the information already appearing in IA2a and IA2b above.

The Update also contained a section entitled: "Steps Taken to Address Neglected Areas in the Plan." In this section, the Update stated that one area of weakness cited in the original Plan was with regard to links with other colleges and agencies. The College was asked to provide information concerning what was being done to seek further such links. Several new 2 + 2 programs were then cited as being mentioned in the Update and also future plans to develop more 2 + 2

programs as appropriate and responsible with both high schools and bachelor granting institutions (p. 13).

Regarding the GCC 1984 First Biannual Follow-Up, there appeared an update page on transfer which referred to "Activity I" in the original plan which involved becoming more knowledgeable about graduate schools as more alumni are coming back to use the transfer offices. It had been recommended in the Plan that more graduate school catalogs be accumulated. The Follow-Up indicated that the activity was proceeding as planned with no "Blockage" or "Recommended Changes" (handnumbered by the author - p. 86).

Regarding "Activity 2" which involved computerizing follow-up studies of where GCC graduates go, a letter was to be sent to each school to which a transcript was sent to ascertain whether the student was in attendance. The Follow-Up indicated this was an overwhelming task better done by an institutional research person rather than the Coordinator of Transfer. However, nothing further was noted as blockage or recommended changes (handnumbered by the author - p. 86).

A third activity from the original plan involved having a terminal in the Transfer Office to store data for transcript purposes. The Follow-Up indicated that money was a factor in obtaining a terminal. Nothing appeared as blockage or recommended changes (handnumbered by the author - p. 86).

Activity 4 of the original plan was involved with inviting Franklin County High School students to Transfer Day each fall. The Follow-Up indicated that this was proceeding as planned with nothing reported as blockage or recommended changes (handnumbered by author - p. 86).

Transfer programs were also mentioned throughout the Follow-Up in reviewing the 40 areas of study with occasional mention of time, money, and staffing problems. (Again, these pages are not numbered).

The GCC 1985 Update restated the institutional priorities discussed previously regarding transfer programs.

The "Summary of Progress" section of the Update regarding Institutional Priority 1 concerning transfer reported that the Early Childhood Education curriculum had undergone a major change which would better facilitate transfer to four-year liberal arts programs. The ongoing goal stated was to create a liberal arts associate degree program with a concentration in Early Childhood Education (p. 1).

In addition, it was stated that the Media Program had enough requirements and options to enable students to transfer. Also, the Behavioral Sciences curriculum was continuing its review of core courses and elective liberal arts courses to further promote transfer, and in the spring of 1985 a seminar with field experience in human services was offered on an experimental basis (p. 1).

In the "Summary of Progress" section on Institutional Priority 5, mention was made of encouraging students to complete the first two years of the Music Program at GCC and then transfer to other four-year institutions (p. 4).

The GCC Plans indicated one major goal and progress in about 8 areas in providing transfer programs as shown in Table 17 on page 124.

Research Question IA2e - Provision of Certificate Programs in Specialized Areas

The GCC 1983-1988 Five-Year Plan contained the Institutional Goals

Table 17

**GREENFIELD COMMUNITY COLLEGE
PROVISION OF TRANSFER PROGRAMS**

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update	1984 First Biannual Follow-Up	1985 Update
<u>Goals</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Development of a Liberal Arts academic concentration to be used as a base for students wishing to transfer between GCC and other state or private colleges and universities - presented as the highest priority. Time of development estimated at three years - 1983 - 1986 with the 1984 - 1985 budget being planned for major emphasis.	New 2 + 2 programs plus future plans to develop additional programs as appropriate with both high schools and bachelor granting institutions.	Update page on transfer indicated that more graduate school catalogs were being accumulated for student use. Letter to be sent to each school to which a transcript was sent to ascertain whether the student was in attendance - indication was that this was better done by an institutional research person rather than the Coordinator of Transfer.	Change in Early Childhood Education curriculum to better facilitate transfer to four-year liberal arts programs. Media program contained enough requirements and options to enable students to transfer. Continuing review of Behavioral Science curriculum to further promote transfer. Students being encouraged to complete first two years of music program at GCC and then transfer.
		Franklin County High School students being invited to Transfer Day each fall. Occasional mention of time, money, and staffing problems throughout the 40 areas presented in tabular form.	

concerning career education which were mentioned above under IA2c - Programs in Paraprofessional, Technical, and Service Fields.

The Plan further stated, as previously mentioned, that the mission of GCC incorporated the policies contained in the Long-Range Plan for Higher Education in Massachusetts issued by the Board of Regents:

"2. To provide enrichment opportunities in the form of course offerings, certificate programs, and co-curricular activities for its student body and the community at large" (P. 6).

A specific institutional priority concerning education and training of the unemployed and underemployed also appeared as follows:

"4. Development of outreach programs in Project Future (a project for education and training for the unemployed or underemployed). Project Future will be extended to two off-campus locations in high unemployment areas: Orange and South Hadley, Massachusetts. Specialized academic programs, career programs, workshops and symposiums will be added to off-campus sites as need dictates. This desperately needed education and training program will be financed by tuition waivers from the Board of Regents and will be a major goal of Greenfield Community College until the tuition waivers cease or until the local unemployment rate reaches a manageable level. At the same time the College will assist the area in developing its economic development program" (p. 13).

Further, there was mention of an existing certificate in Studio Arts for practicing artists wishing to improve their technical and aesthetic skills and performance (p. 103).

The GCC 1983-1984 Update repeated Institutional Priority 4 mentioned above which was concerned with Project Future. The "Summary of Progress" indicated that 80 students had been enrolled in the Spring, 1984, semester. The program had kept up with student demand, and it had been determined that it wasn't necessary to expand it to the two off-campus locations (p. 9). The Update does not specifically address what areas of study students were pursuing, and at that point in time possibilities were being explored for computer literacy and ongoing technical education. No specific mention of certificate programs appeared here (p. 9).

The GCC 1984 First Biannual Follow-Up contained no specific mention of the development of certificate programs.

The GCC 1985 Update contained a restatement of Institutional Priority 4 regarding Project Future. Under the "Summary of Progress" section, it was reported that the Early Childhood Department continued to offer early childhood courses for licensure and certification at off-campus locations through the Division of Continuing Education (p. 3).

The GCC Plans indicated 2 goals and progress in 2 areas in providing certificate programs in specialized areas as shown in Table 18 on page 127.

Research Question IA2f - Primary Responsibility for Basic Skills Assessment and Developmental Education Programs

The reader is referred to the Institutional Goals appearing in the GCC 1983-1988 Five-Year Plan which were previously mentioned on pages 119 and 111.

Table 18

GREENFIELD COMMUNITY COLLEGE
PROVISION OF CERTIFICATE PROGRAMS IN SPECIALIZED AREAS

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update	1984 First Biannual Follow-Up	1985 Update
<p><u>Goals</u></p> <p>Provide enrichment opportunities in the form of course offerings, certificate programs, and co-curricular activities for its student body and the community at large.</p> <p>Develop outreach programs in Project Future (education and training for unemployed or underemployed) which will be extended to two off-campus locations in high unemployment areas.</p>	<p><u>Progress</u></p> <p>Eighty students enrolled in Project Future. Decision not to expand to the two off-campus locations. Possibilities being explored for computer literacy and technical education for these students.</p>	<p><u>Progress</u></p> <p>No specific mention of certificate program development.</p>	<p><u>Progress</u></p> <p>Early Childhood Department offering courses for licensure and certification at off-campus locations through the Division of Continuing Education.</p>

Listed in the original Five-Year Plan was the following institutional priority:

"2. Development of a program of Developmental Learning Skills to be used as a base for serving more traditional and non-traditional students, especially in the areas of reading, mathematics, writing, and in the light of the newly created academic standards for the state colleges and universities and the projected growth of the open enrollment in community colleges. Greenfield Community College already has a strong basic program in Developmental Learning Skills but projected forecasts indicate a greater need to enlarge both the depth and breadth of the program. The 1984-1985 budget requests one hundred thousand dollars for the major priority. The estimated time-line is two years, 1983-1985" (pp. 12-13).

Also, a number of activities were listed in tabular form in the original Five-Year Plan concerned with developmental education. These included such activities as:

- identifying students with deficient basic skills and providing assistance (ongoing).
- establishing a process for early identification, registration, advisement and monitoring of high-risk students (June, 1984).
- to provide consulting in the areas of effective learning, developmental education, and high-risk students to the College community (ongoing) (pp. 196-197).
- to coordinate actions with local secondary schools on

underprepared students and basic skills instruction (June, 1985).

The GCC 1983-1984 Update indicated that over 30 percent of the students enroll at GCC with deficits in their reading, writing, and mathematics skills. As a result, they risk poor performance in courses which assume a prerequisite level of ability, and they also risk failure resulting in attrition and unmet personal goals. The presence of significantly underprepared students presents an institutional dilemma for the faculty member. While new instructional methods must be tried in order to reach all students, the basic content of courses cannot and should not be changed because of underprepared students (p. 2).

The 1983-1984 Update further stated that the responsibility for serving underprepared students had been given to the "Learning Assistance Programs" office in 1980. The students were assisted through a coordinated effort and yet not isolated as a group. All faculty and staff at all levels were involved in some way with these students. The Update went on to say that the "Five-Year Plan and a special Learning Center Program Review initiated by Dr. Provo assisted in a reaffirmation of the College's commitment to this work and clearer college-wide understanding of the College's developmental education and counseling efforts" (pp. 2-3).

The 1983-1984 Update also indicated that after a committee was appointed to study the matter in December of 1983, it was decided to recommend that developmental English, Reading, and Math be required for students with low placement test scores (p. 3).

An appeals process was also recommended for students wishing to take a non-developmental course despite the placement test score. Further recommendations were that the first course taken by underprepared students be in developmental studies if warranted, that underprepared students take the so-called "complimentary courses" (where success is possible despite poor reading and math skills) if they wished to take other courses before completing the Developmental Studies courses, and finally that the Day and Continuing Education Divisions be consistent in this effort (p. 3).

The 1983-1984 Update stated that it had been adopted as a policy that students scoring below a certain level on the placement tests be required to take developmental courses as prerequisites for ENG 101, MAT 105, and BUS 105 (p. 3).

The 1983-1984 Update also indicated that this requirement was consistent with the Board of Regents' directive to improve retention and progression and was also part of the mission of the community college to help underprepared students as stated in the Regents' Long-Range Plan (p. 3).

According to the 1983-1984 Update, the Learning Assistance Program office intended to have direct input into the College budget to request space and microcomputers for computer-assisted instruction. It also intended to follow the academic performance of Developmental Studies students in their next level of courses (p. 7).

The GCC 1984 First Biannual Follow-Up reported that the activities outlined in the original Five-Year Plan concerning developmental education, mentioned above, were continuing without any blockage or

recommended change except for the pre-advisement of high-risk students which was hampered because of a lack of staff (hand-numbered by the author - pp. 73-74).

The GCC 1985 Update restated Institutional Priority 2 as listed above. In the "Summary of Progress," the Update noted that the Media Program had a new math requirement, and many students were involved in remedial math. Also, the Behavioral Sciences Division was offering a Psychology 101 special section for developmentally delayed students, and two faculty members were expected to visit other Learning Center programs in the northeast in the following year. The Outdoor Leadership Program as a competency based program was also working with students to develop their own goals, and these students were also using the Learning Center. Finally, the Update stated that a part-time supervisor and a trainer had been hired for the Learning Center to support the writing tutors and developmental tutor (p. 2).

The GCC Plans indicated 1 major goal, 4 specific objectives, and progress in approximately 9 areas regarding basic skills assessment and developmental education programs as shown in Table 19 on page 132.

Research Question IA2g - Provision of Community Service and Continuing Education Programs, Community Development Programs and Services, and Other Special Programs, Cultural Activities and Service as Needed and Appropriate

The GCC 1983-1988 Five-Year Plan, as mentioned previously, incorporated the policies contained in the Regents' Long-Range Plan for Higher Education in Massachusetts. Specifically, one of these policies was:

Table 19

**GREENFIELD COMMUNITY COLLEGE
PRIMARY RESPONSIBILITY FOR BASIC SKILLS ASSESSMENT
AND DEVELOPMENTAL EDUCATION PROGRAMS**

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update		1984 First Biannual Follow-Up		1985 Update	
	<u>Goal</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
<p>Development of a program of Developmental Learning Skills to be used as a base for serving more traditional and non-traditional students, especially in reading, mathematics, and writing. Major priority and included in budget requests. Estimated time line of two years - 1983 - 1985.</p> <p><u>Objectives</u></p> <p>Identify students deficient in basic skills and provide ongoing assistance.</p> <p>Establish process for early identification, registration, advisement, and monitoring of high-risk students.</p> <p>Provide ongoing consulting in areas of affective learning, developmental education, and high-risk students to the College community.</p> <p>Coordinate actions with local secondary schools on underprepared students and also basic skills instruction.</p>		<p>Committee appointed to study problem of serving underprepared students, and decision to recommend developmental English, Reading, and Math courses be required for students with low placement test scores. Appeals process also recommended for students not wishing to take such courses.</p> <p>Policy adopted that students scoring too low on placement tests be required to take developmental courses as prerequisites for ENG 101, MAT 105, and BUS 105.</p> <p>Learning Assistance Programs Office to have direct input into the College budget to request space and microcomputers.</p> <p>Learning Assistance Programs Office to track students' performance following developmental coursework.</p>	<p>Follow-up reported that 1983-1984 activities were continuing, but pre-advisement of high-risk students hampered because of lack of staff.</p>		<p>New math requirement in media program and many students involved in remedial math.</p> <p>Behavioral Sciences Division offering special section of Psychology for developmentally delayed students.</p> <p>Two faculty members to visit other learning center programs in the Northeast.</p> <p>Outdoor Leadership Program as competency based working with students to develop their goals; students using the Learning Center.</p> <p>Part-time supervisor and trainer hired for Learning Center to support writing tutors and developmental tutor.</p>	

"3. to provide community services in response to the community's needs through workshops, specific job training and retraining, cultural programs, and recreational opportunities" (p. 6).

The Plan mentioned the "College's integral responsibilities to its constituency and the region itself. Those responsibilities include providing the means of identifying community needs and ways to meet them; having a willingness to assume a leadership role in the community, especially as an agent for considered change, and serving as a repository for a variety of educational resources" (p. 6).

Further, in a section on "Continuing Education and Community Service," a goal was set forth to increase the ratio of matriculation and retention of DCE students. To accomplish this, the College would provide and publicize advising, counseling, and tutorial assistance during evening hours when students were available and would develop a workshop series for currently enrolled students. This was to be done in concert with the Learning Center; and tutorial, advising, and counseling assistance supplemental to that provided by DCE would be developed (pp. 220-221).

Another goal was set forth to create an internal and external needs assessment model in order to assure appropriate programmatic response. To accomplish this, procedures were to be developed and instruments designed to regularly elicit information on student/program needs within the College community and the service area at large. Three individuals were designated to work on this with an "ongoing" timeline (p. 221).

Also, another goal was set forth to provide needed services to DCE students at the appropriate times and places. In order to accomplish

this, the College would continually evaluate student needs and translate these into requests for added or increased levels of services (p. 221).

The GCC 1983-1984 Update mentioned continuing education in its "Summary of Progress" report on Institutional Priority 4 mentioned previously which was concerned with Project Future. It stated that the DCE had contracts in force or pending to provide training to employees of several companies. These were for computer literacy, ongoing technical education, and supervisory training. The College was also working with Bay State Skills, and the DCE Tech Connection Program was using the Franklin County Technical School facilities to teach technical skills workshops in such areas as welding and machine shop (pp. 9-10).

The GCC 1984 First Biannual Follow-Up indicated that the specific goals and activities in the 1983-1988 Five-Year Plan as outlined above, were progressing. Regarding the goal of increasing the ratio of matriculation and retention of DCE students by providing and publicizing advising, counseling, and tutorial assistance during evening hours, progress was indicated. A staff person had been added, and this was to be an ongoing activity. Regarding the workshop series, this was reported as completed. Regarding the development of tutorial, advising, and counseling assistance supplemental to that provided by DCE, this was reported as in progress and under discussion. No blockages or recommended changes were cited (handnumbered by the author - p. 89).

The GCC 1985 Update restated Institutional Priority 4 regarding Project Future. The "Summary of Progress" section reported media outreach through two 30-minute radio broadcasts each week plus a weekly television interview program and one student-produced television show.

In addition, it stated the offering of early childhood education courses off-campus through DCE for licensure and certification as mentioned in IA2c above. Finally, it indicated that the Human Ecology Program was developing a computer network to facilitate an educational information-sharing project (p. 3).

The GCC Plans indicated 4 goals, 4 objectives, and progress in some 8 areas in providing continuing education and community service programs as shown in Table 20 on pages 136 and 137.

Research Question IB - Access

1. Program Access - What steps are being taken to remove barriers to access such as cost, social and educational background, and physical handicaps?
2. Admissions - What steps are being taken to match student needs and abilities with institutional programmatic strengths? What support services are being provided for high-risk high school graduates, holders of GED certificates, and older students returning to college?
3. Developmental Education - What steps are being taken to provide programs to develop pre-collegiate skills which allow students to pursue a college education successfully and to develop self-confidence, self-respect, and self-discipline as well as positive attitudes regarding learning?
4. Retention - What steps are being taken to communicate to the high schools the necessary competencies students will require in college and to develop with the schools appropriate programs to prepare the students adequately? In addition,

GREENFIELD COMMUNITY COLLEGE
PROVISION OF COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update	1984 First Biannual Follow-UP	1985 Plan
<u>Goals</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Provide community service in response to community needs through workshops, specific job training and retraining, cultural programs, and recreational opportunities.	Contracts in force or pending to provide training to employees of several companies in areas of computer literacy, technical education, and supervisory training.	Staff person added to facilitate providing advising, counseling, and tutorial assistance to DCE students during evening hours.	Media outreach through weekly radio broadcasts, a weekly television interview program, and one student-produced television show.
Increase the ratio of matriculation and retention of DCE students.	College working with Bay State Skills.	Workshop series for currently enrolled students completed.	Human Ecology Program developing a computer network to facilitate an educational information-sharing project.
Create internal and external needs assessment model in order to assure appropriate programmatic response.	DCE Tech Connection using Franklin County Technical School facilities to teach technical skills workshops in such areas as welding and machine shop.	Progress and discussion on developing tutorial, advising, and counseling assistance supplemental to that provided by DCE.	
Provide needed services to DCE students at appropriate times and places.			
<u>Objectives</u>			
Publicize and provide advising, counseling, and tutorial assistance during evening hours.			
Develop workshop series for currently enrolled students in concert with Learning Center.			
Develop procedures and instruments to regularly elicit information on student/			

GREENFIELD COMMUNITY COLLEGE
PROVISION OF COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Summary of Progress

1983-1988 Five-Year Plan

program needs within the College community and service area. Three individuals to work at this on-going basis.

Continually evaluate student needs and translate into requests for added or increased levels of service.

what steps are being taken to assess incoming students to determine placement in appropriate courses?

5. Articulation - What steps are being taken to develop curriculum articulation between secondary schools and the community colleges and between the community colleges and the four-year institutions?
6. Continuing Education - What steps are are being taken to provide instructional and programmatic quality comparable to on-campus, state-supported instruction and to coordinate among institutions to maximize outreach and provide necessary educational services?

HOLYOKE COMMUNITY COLLEGE

Research Question IBI - Program Access

What steps are being taken to remove barriers to students such as costs, social and educational background and physical handicaps?

HCC's 1982 Phase One Plan indicated that the "College needs to become more market oriented in order to reach out to new populations and seek to heighten community awareness and interest in the institution." Further, "Holyoke Community College must strengthen its commitment to serving nontraditional students by removing barriers which limit their access" (pp. 16 and 17). These new groups of students cited included adults (particularly women), non-high school graduates, limited English-speaking individuals, handicapped, work-shift oriented employees, and those in the process of rehabilitation (p. 19). According to the Phase-One Plan, it was felt that in many cases it would

not be necessary to create special curricula to serve these groups. Rather adequate support services would have to be provided and delivered in an appropriate manner (p. 19).

The 1982 Phase-One Plan contained two goals as follows:

- 1) Implement a marketing program which would utilize a variety of methods and media to reach both traditional and non-traditional students; and
- 2) Attract and serve an increasing number of non-traditional students by expanding transitional programs and support services designed to meet the specific needs of adults, minorities, handicapped, and limited English-speaking individuals (p. 24). This Plan did not specifically address the issue of cost.

The 1983 HCC Phase-Two Plan expressed the same concerns and set forth the objectives of implementing a marketing program to reach both traditional and non-traditional students; attracting and serving non-traditional students by expanding transitional programs and support services; encouraging the enrollment of traditional students, particularly transfer-oriented students; and developing honors-level courses to attract and serve academically gifted students of all ages and backgrounds (p. 1 and 2).

The policy recommendations in the 1983 Phase-Two Plan spoke to these issues and also called for the establishment of a task force to develop a comprehensive marketing plan to be reviewed and revised annually. The plan was to include annual recruitment goals, media plans for reaching particular groups, guidelines for program brochures and

other publications, a yearly calendar of outreach activities, specific plans for distribution of College publications, an annual budget, and assignment of responsibilities (pp. 9 and 10). This Plan also called for formation of four advisory boards comprised of community leaders, agency representatives, alumni, and students to advise the College on programs and services needed for a) adults; b) handicapped individuals; c) English as a Second Language students; and d) minority students (p. 7). The 1983 HCC Phase-Two Plan also recommended for further study the problem of adequate public transportation which was limiting access (p. 12).

The 1984 HCC Plan reported that expanded outreach efforts to area high schools and community agencies were implemented in late Spring of 1983 and had had a positive effect. Enrollment for Fall of 1983 increased from 3,218 to 3,280 students in spite of a decline in the number of June, 1983, high schools graduates. In addition, the Day Division attracted more non-traditional students with the number of part-time students increasing from 779 to 844 and the average age increasing from 19.1 to 19.4 years. This Plan indicated that almost 25 percent of the Day Division students were over 24 years of age in the academic year 1983-1984 (pp. 2 and 3).

This Plan also indicated that new recruitment materials had been developed and existing ones revised. In addition, a Viewbook was in production which would emphasize the quality and range of the educational, social, cultural, and recreational activities and which would address the concerns of part-time, non-degree, and under-prepared students as well as traditional students (p. 4).

Also, this Plan reported that the Bridge program serving non-high school graduates and adults had been expanded to serve 50 students. Plans were also under way to implement transitional programs for adult women in the Arts and Science; Health Science; Math, Physical Science, and Technology divisions modeled on the successful Women in Business program. Project New Start, a one-semester work or school readiness program funded by a Department of Welfare grant, was serving 20 students, and another 84 students were enrolled in the Employment Training Program. Twenty-five people were enrolled in the Unemployed Workers' Program, and 20 students were enrolled in an English as a Second Language course offered by the Division of Continuing Education (p. 4).

The 1984 Plan went on to say that HCC had been chosen by the Board of Regents for two pilot programs to remove financial barriers by providing increased aid. One was to reimburse both public and private sector employers who hire work-study students for jobs related to their majors. The other was to provide direct assistance to AFDC recipients not fully funded by other forms of financial aid (pp. 4 and 5).

Also, a committee had been formed and was planning a pilot program of honors-level courses. The Viewbook and "The First Step" brochure had been completed as well (p. 5). The completion of a comprehensive marketing plan was not accomplished; however, a committee had been formed and new recruitment materials developed. Changes in personnel were cited as the reason for incompleteness (p. 7). Regarding the advisory boards called for in the 1983 Phase-Two Plan, there was no specific timetable; but the 1984 HCC Plan indicated that these groups

would meet during the next year and a specific individual would be charged with the responsibility for their recommendations (p. 7).

A new recommendation in the 1984 Plan was the establishment of a task force to devise a plan to increase access for handicapped students which would submit the recommendations to the President by February 1, 1985 (p. 27).

The 1985 HCC Plan reported that a comprehensive advertising plan, including a budget, had been developed and implemented with one individual being given the responsibility for coordinating all College advertising. Also, three new videotapes had been produced, one directed toward adult women wishing to resume their education, and the other featuring programs in technologies and the fine and performing arts. In addition, a slide-tape presentation was completed to promote the environmental science program (pp. 4 and 5).

Outreach to adults was accomplished by displays set up at shopping malls and an Open House for visitors of all ages and backgrounds (p. 5).

The Women in Business Program was expanded to include health data processing, and arts and science programs, and a new women's center was opened in the fall of 1984. Enrollments doubled, increasing to 91 in the fall of 1984 with 64 additional enrollments in January of 1985. English as a Foreign Language was approved in the Day Division and scheduled to be offered in the fall of 1985. The Employment and Training Program in the Division of Continuing Education had served a total of 255 welfare recipients (p. 5).

The establishment of a committee to develop an honors-level program open to all academically gifted students at the College was

accomplished, and the first Honors Colloquium was held in the spring of 1985 (p. 6 and 8). Also at that time the College offered five late-start courses which began four weeks into the semester and were designed for persons who, for a variety of financial or personal reasons, were unable to enroll in January (p. 6). Two projects were submitted in response to a Collaborative Grant Program, one of which was designed to increase minority enrollment. A faculty person was designated to begin work on the project in the spring of 1985 with actual start date scheduled for the fall of 1985 (p. 6).

The other project was directed toward academically gifted and talented students and emphasized courses and services for them. In addition, the Division of Continuing Education was exploring the offering of courses at satellite campuses to expand access for those lacking transportation to the campus. Meanwhile, the College was working with the Pioneer Valley Transit Authority to expand its service to the campus. A referendum was submitted to HCC students and passed in March, 1985, to finance additional service by a \$10 transportation fee each semester. The proposal was approved by the Board of Trustees and scheduled for implementation in September of 1985 (p. 7).

The 1985 HCC Plan also reported that the provision of on-campus day-care services was being explored to increase access for persons with pre-school children. The Day-Care Task Force needs assessment survey identified a need for service, and an Office for Children representative visited the campus to inform the committee of what would represent a suitable facility. Funding for a day-care center was being explored (p. 7).

In addition, a task force on handicapped students had been established. A handbook for these students was being prepared, and physical barriers limiting access had been identified. The College was planning to eliminate many of these barriers during the summer of 1985 (p. 8).

The advisory group for English as a Foreign Language was to be established in the fall of 1985 (p. 10). This group was to submit its recommendation to the President by February 1, 1986 (p. 28).

The 1985 HCC Plan called for a minority outreach plan and an enrichment program for gifted and talented high school students in mathematics, science, and engineering to be implemented in the fall of 1985. Regarding the comprehensive marketing plan, the College would need to develop new capabilities for data collection and retrieval and to utilize the present management information system to help identify particular groups of applicants and use the word-processing capability to follow up on inquiries and applications (pp. 10 and 11).

A review of the HCC Plans indicated 6 goals, 7 recommendations, and progress in 21 areas regarding access as shown in Table 21 on pages 145, 146 and 147.

Research Question IB2 - Admissions

What steps are being taken to match student needs and abilities with institutional programmatic strengths and to assist high school graduates, holders of GED certificates, and elder students who could be successful in College?

The 1982 HCC Phase-One Plan cited the following objectives to improve the admissions process:

Table 21

**HOLYOKE COMMUNITY COLLEGE
PROGRAM ACCESS**

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
<u>Goals</u>	<u>Goals</u>	<u>Progress</u>	<u>Progress</u>
Implement marketing program.	Continued Goal.	Expanded outreach implemented resulting in increase in enrollment in fall of 1983 of traditional students.	Comprehensive marketing plan including budget developed and implemented. Three new videotapes produced and a new slide tape presentation as well.
Attract and serve increasing number of non-traditional students by expanding transitional programs and support services.	Continued Goal.	More non-traditional students attracted. Increase in part-time students.	Outreach expanded through booths set up at area shopping malls.
	Encourage enrollment of traditional students particularly transfer oriented.	New recruitment materials developed and existing ones revised.	Transitional programs for adult women expanded to health, data processing, and arts and science. Women's center opened in the fall of 1984.
	Develop honors-level courses to serve academically gifted students.	Bridge program expanded to 50 students.	EFL approved in day division and scheduled for fall of '85.
	Increase access for handicapped.	Plans underway to implement transitional programs for adult women in Arts and Science, Health Science, and Math, Physical Science and Technologies.	Employment and training program served total of 255 welfare recipients (DCE).
	Advisory group for EFL to be established in fall of '85 and make recommendations to the President by February of 1986.	Project New Start, Employment Training Program, and Unemployed Workers' program serving a total of 124 students.	Committee to develop Honors program functional and first Honors colloquium held in Spring of '85.
	<u>Recommendations</u>	Committee formed to develop Honors Level courses.	Late start courses offered in the spring of '85 for students unable to enroll in January.
	Task force to develop comprehensive marketing plan.	Task force committee appointed to develop comprehensive marketing plan.	
	Study problem of inadequate transportation limiting access.		
	Formation of four advisory boards to address needs of adults, handicapped, EFL, and minority students.		

HOLYOKE COMMUNITY COLLEGE
PROGRAM ACCESS

Summary of Programs

1984 Plan	1985 Plan
<p>Timetable for advisory board formation extended to next year.</p> <p>HCC chosen for pilot program to receive state funds removing financial barriers to access.</p> <p><u>Recommendations</u></p> <p>Task force to be established to develop plans to increase access for handicapped.</p>	<p>Two projects submitted for Collaborative Grant Program, one to increase minority enrollment. Start date fall of '85. One directed toward academically gifted and talented.</p> <p>Expanded public transportation accomplished with Pioneer Valley Transit Authority through \$10 transportation fee for student each semester.</p> <p>Provision for on-campus day care being explored by task force.</p> <p>Task force on handicapped established. Handbook being prepared and physical barriers identified.</p> <p><u>Recommendations</u></p> <p>Outreach plan for minorities.</p> <p>Enrichment plan for gifted and talented high school students in math, science, and engineering to be implemented in the fall of 1985.</p> <p>Seek to develop new capa-</p>

HOLYOKE COMMUNITY COLLEGE
PROGRAM ACCESS

Summary of Programs

1985 Plan

bilities for data collection and retrieval and utilize present MIS to identify particular groups of applicants.

- maintain the policy of open enrollment but establish admissions criteria for specific academic programs to ensure that students are advised to enter a degree program at a level appropriate to their skills;
- ensure that admissions and registration procedures encourage and facilitate the enrollment of part-time and non-traditional students as well as the students traditionally served.

The 1983 HCC Phase-Two Plan contained policy recommendations regarding admissions which included making prospective and current students aware of the opportunity to earn college credits and/or fulfill curriculum requirements by means of CLEP and/or Challenge exams. In addition, an Admissions and Retention Committee was to meet at least twice each semester to review matters related to enrollment and advise the President on matters related to recruitment, admissions, and retention. Also, each student was to be given a reading comprehension test and, where indicated, a math or foreign language placement test prior to registering (pp. 8 and 9).

A specific recommendation was that the Director of Admissions would revise the admissions data collection and reporting process to identify handicapped, marginally qualified, and other students likely to require special services so they could be counseled prior to enrollment. This system was to be operational by January, 1984, and used for fall, 1984, applications (p. 11).

In addition, the Director of Admissions was to develop a pre-admissions counseling plan for applicants unsure of their academic potential, curricula requirements, and/or learning-assistance services

available. This program was slated for implementation in February of 1984 (p. 11).

Finally, the College was to seek funding for a pre-admissions counselor to counsel prospective students on curricula and course selection (p. 11).

The 1984 HCC Plan indicated that the majority of entering students were given the reading comprehension and other placement tests called for in the 1983 Phase-Two Plan. However, late applicants were being missed, and the testing and registration procedures would have to be revised accordingly. The recommendation for pre-admission and pre-registration counseling was not implemented because of a lack of personnel. Regarding the need to make students aware of CLEP and/or Challenge exam opportunities, this information did appear in the college catalog, but few students were availing themselves of the opportunity. It was indicated that a more extensive effort was necessary to make students understand those programs (pp. 12 and 13).

The recommendation that the Director of Admissions revise the admissions data collection and reporting process to identify handicapped, marginally qualified, and other students likely to require special services so they could receive counseling prior to enrollment was given a new timeline (p. 14).

The pre-admissions counseling plan called for in the 1983 Phase Two Plan was to be implemented in February of 1984, and the College was to seek approval and funding for a pre-admissions counselor. This approval did not come, however (p. 14).

Further recommendations for the 1984-1985 year included a plan for expanded hours for walk-in testing and registration to be submitted by July 15, 1984. In addition, the student handbook was to be revised and reformatted. Also a plan for a one-semester transitional program with integrated support services was to be developed to help students explore disciplines, set goals, and select an appropriate program of study. This plan was to be submitted by January of 1985 (pp. 25 and 27).

Another recommendation was that of preparing course sequence models to accommodate part-time and/or underprepared students and establishing alternative registration procedures to facilitate their registrations. These course models were to be available to students in January of 1985 (pp. 15 and 27).

The 1985 HCC Plan reported that the policy recommendations from the previous plan that each entering student be given a reading comprehension test and, where indicated, a math and/or foreign language placement test prior to registration had been implemented (p. 14).

Three specific recommendations had been implemented. These included seeking approval and funding for a pre-admissions counselor and the plan for extended hours for pre-registration with an opportunity for walk-in testing and a limited number of weekend hours for walk-in registration.

Another specific recommendation implemented was the establishment of a committee to explore alternative methods for expanding pre-admission and pre-enrollment counseling (p. 15).

The 1985 Plan also indicated that two policy recommendations had not been fully implemented. One concerned providing each applicant with

pre-admission and pre-registration counseling. This was due to a lack of personnel because the Regents had not yet approved the request for a pre-admissions counselor. The College was seeking funding from Title III, however, and was using a videotape and curriculum worksheets as advising aids (p. 15).

Another concerned making prospective students aware of opportunities for CLEP and Challenge exam credits. This was to be accomplished with the next printing of the College catalog (p. 15).

Two specific recommendations had not been completed according to the 1985 Plan. One was the identification of academic preparation necessary for particular degree programs and the development of alternative course selection models. However, counselors were advising students to enroll in developmental courses and/or to elect a reduced course load if desirable (p. 16).

Another concerned the development of a one-semester program for undecided entering students. When this was explored, it was determined that most undecided entering students could make a curriculum decision after talking with a counselor, and it was the confusion during the first or second semester that had to be addressed. Therefore, the College was to explore strategies for counseling currently enrolled students (p. 16).

Specific recommendations for the next year included pursuing the day-care center funding; development of alternative course models for underprepared students, and extending hours for pre-registration and testing (p. 28 and 29).

A review of the HCC Plans indicated 2 objectives, 11 recommendations and progress in 7 areas regarding admissions as shown in Table 22 on pages 153 and 154.

Research Question IB3 - Developmental Education

What steps are being taken to provide programs to develop pre-collegiate skills which will allow students to pursue a college education successfully and to develop self-confidence, self-respect, and self-discipline as well as positive attitudes regarding learning?

This issue was discussed in the HCC 1982 Phase-One Plan. The reader is referred to pages 69 and 71 of this chapter dealing with Research Question IA2f - Primary Responsibility Within the Public System for Basic Skills Assessment and Developmental Education Programs. The provision of pre-collegiate courses and support services as well as transitional programs was discussed.

This question was again addressed in the HCC 1983 Phase-Two Plan, and the reader is referred to pages 71, 72, and 73 of this chapter where several policy and specific recommendations were set forth regarding pre-admission testing and counseling as well as strategies to identify students requiring specific services and the establishment of advisory boards representing specific groups of under-represented students.

The 1984 HCC Plan addressed the issue of developmental education. The reader is referred to pages 73 and 74 of this chapter which discussed the progress made on the recommendations in the 1984 Plan and which indicated progress in some areas and not in others due to lack of personnel and funding.

Table 22

**HOLYOKE COMMUNITY COLLEGE
ADMISSIONS**

Summary of Progress

1982 Phase One Plan	1983 Phase Two Plan	1984 Plan	1985 Plan
<p><u>Objectives</u></p> <p>Maintain policy of open enrollment but establish specific admissions requirements so that students enter at a level appropriate to their skills.</p> <p>Ensure admissions and registration procedures encourage part-time and non-traditional students as well as traditional.</p>	<p><u>Policy Recommendations</u></p> <p>Make prospective and current students aware of the opportunity to earn college credits and/or fulfill curriculum requirements through CLEP and/or Challenge exams.</p> <p>Admissions and Retention Committee to meet at least twice a semester to review enrollment matters and advise the President on recruitment, admissions, and retention matters.</p> <p>Students to be given reading comprehension, math, and foreign language placement tests as needed prior to registering.</p> <p><u>Specific Recommendations</u></p> <p>Director of Admissions to revise admissions data collection and reporting process to identify handicapped, marginally qualified, and other students needing special services in order to counsel them before enrollment. System to be operational by January of 1984 and used for Fall, 1984 applications.</p>	<p><u>Progress</u></p> <p>Majority of entering students given reading comprehension and other placement tests. Revision of procedures to catch late applicants would have to occur, however.</p> <p>Information on CLEP and Challenge exams appeared in College catalog with a more extensive effort planned to make students aware of those opportunities since the information was not extensive.</p> <p><u>Recommendations not Implemented</u></p> <p>Pre-admissions and pre-registration counselor not hired due to lack of funding.</p> <p>Admissions data collection and reporting process revisions given a new timeline.</p> <p>Pre-admissions counseling plan to be implemented in February of 1984 but was not because the College was unable to hire the counselor.</p>	<p><u>Progress</u></p> <p>Implementation of process to test entering students reading comprehension, math, and/or foreign language tests as appropriate.</p> <p>Approval and funding for pre-admissions counselor achieved.</p> <p>Extended hours for pre-registration with opportunities for walk-in testing implemented.</p> <p>Limited number of weekend hours for walk-in registration implemented.</p> <p>Alternative methods for expanding group pre-admissions and pre-enrollment counseling implemented.</p> <p><u>Policy Recommendation Not Fully Implemented</u></p> <p>Individual pre-admissions and pre-registration counseling not implemented due to lack of personnel.</p> <p>Efforts to make students aware of CLEP and/or Challenge exam credits to be</p>

**HOLYOKE COMMUNITY COLLEGE
ADMISSIONS**

Summary of Progress

1983 Phase Two Plan	1984 Plan	1985 Plan
<p>Director of Admissions to develop pre-admissions counseling plan for applicants unsure of their academic potential, curriculum requirements, and/or learning assistance services available.</p> <p>Seek funding for pre-admissions counselor.</p>	<p><u>Recommendations</u></p> <p>Expanded hours for walk-in testing and registration.</p> <p>Revision of Student Handbook.</p> <p>Development of one-semester transitional program with integrated support services to help students explore disciplines, set goals, and select appropriate program of study.</p> <p>Prepare course sequence models to accommodate part-time and underprepared students and establish alternative registration procedures for them.</p>	<p>expanded in the next catalog when printed.</p> <p><u>Specific Recommendations Not Fully Implemented</u></p> <p>Identification of academic preparation necessary for particular degree programs and development of alternative course selection models not implemented because of lack of pre-admissions and pre-enrollment counselor.</p> <p>Development of one-semester program for undecided entering students explored but abandoned in favor of exploring strategies for counseling currently enrolled students.</p> <p><u>Specific Recommendations</u></p> <p>Pursue day-care center funding.</p> <p>Develop alternative course models for underprepared students.</p> <p>Extend hours for pre-registration and testing.</p>

The 1985 HCC Plan addressed the issue of developmental education as detailed on page 75 of this chapter. It continued to follow up on previous recommendations but indicated a continuing lack of personnel because of no approval or funding for the position of pre-admissions counselor. As can be seen from a review of the pages cited in this chapter, a great deal of writing appeared in the HCC Plan on the question of developmental education over the three years. A summary of the accomplishments in this area appeared in Table 5 earlier in this chapter on pages 77 and 78.

Research Question IB4 - Retention

What steps are being taken to communicate to the high schools the necessary competencies students will require in college and to develop with them appropriate programs to prepare adequately. In addition, what steps are being taken to assess incoming students to determine placement in appropriate courses?

The HCC 1982 Phase-One Plan did not speak specifically to communication with the high schools about needed competencies. The Plan set forth three objectives regarding retention. These included the following:

"define and study the issue of retention in terms of the total College population and the various subgroupings that make up the student population in order to determine the factors that contribute to attrition;

implement a program of activities designed to make more effective the role of the advisor in the career and academic counseling process;

expand and publicize student activities and student services in order to encourage greater student participation in College activities and higher utilization of services" (p. 25).

Regarding the assessing of incoming students to determine placement in appropriate courses, the reader is referred to pages 69 and 70 of this chapter as mentioned above.

The HCC 1983 Phase-Two Plan did not speak to communication with the high schools on needed competencies. Rather, it pursued the objectives set forth in the 1982 Phase-One Plan and contained a specific recommendation that approval and funding be sought for a Director of Student Activities to plan, organize, publicize, supervise, and evaluate a comprehensive program of student activities (p. 11).

In addition, there was a recommendation to develop a model for an advisor packet for each curriculum which would be distributed to all faculty advisors by January of 1984. These were to be updated annually (p. 12). A third recommendation was to develop an annual advisor orientation program to be initiated in 1984 using program coordinators (contact persons) to keep faculty advisors current with information needed for advising (p. 12).

As a follow-up to an objective in the 1982 Phase-One Plan, a plan was to be submitted each year to increase the number of students participating in College-sponsored activities. However, this would depend upon the acquiring of a Director of Student Activities (p. 12).

Also, the Director of Institutional Research was to conduct a study to determine why students withdraw or fail to re-enroll. This would be done each spring and fall beginning in the fall of 1983 and would be

reported to the President before the end of each semester. This also was dependent upon acquiring a Director of Institutional Research (p. 11).

Finally, a study of the current faculty advising system was to be initiated to determine what changes in policies or procedures might be necessary for more effective advising (p. 13).

The 1984 HCC Plan reported that a Coordinator of Retention had been appointed by the President. This person was to be responsible for coordinating a college-wide effort to determine the causes of attrition and to develop a comprehensive program of activities and services to increase retention (p. 17).

In addition, a survey of graduates at graduation and six months later was expanded to measure attitudes and perceptions of students completing degree requirements. This was to serve as a basis for comparison in future studies of students who fail to re-enroll (p. 17).

Also, a committee was established to develop a model packet for faculty advisors, and the Cooperative Education program was also dispensing career information to faculty. Further, the College had submitted a proposal under Title III to train faculty to become more effective advisors (p. 18).

The 1984 Plan also indicated that no new support groups had been established, but Project New Start, a grant-funded project for welfare recipients, had included a weekly group counseling session, and the Women in Transition program was encouraging all adult women at the College to participate in the educational and social activities it sponsored (p. 18).

The Plan reported in addition that a full-time Director of Student Activities had been appointed as called for in the 1983 Phase-Two Plan and that a calendar of events was being published monthly. Student activities were also featured in the new Viewbook and in the videotape overview of the College (p. 18).

The recommendation in the 1983 Phase-Two Plan regarding informing faculty advisors of advisees' reading, foreign language, and math scores as well as other indicators of class success had not been fully implemented because the computerized student record system was not fully operational. It was hoped this recommendation would be fully implemented during the next academic year (p. 18).

Regarding the 1983 recommendation for faculty and staff development activities to lead to more effective advising for traditional and non-traditional students, none were offered during the year because of the faculty's agreement to observe "work to rule" (pp. 19 and 20).

Regarding the 1983 recommendation that the Director of Institutional Research design and administer a study to determine why students withdraw or fail to enroll, this was not fully implemented because the computerized record system was not fully implemented until April of 1984. A study was to be initiated in the fall of 1984 (p. 20).

Concerning the 1983 recommendation to develop an annual advisor orientation program, progress was reported with implementation expected in the fall of 1984 prior to pre-registration in the fall semester (p. 20).

The 1983 recommendation for the Director of Student Activities to submit a plan for increasing the number of students participating in

College-sponsored activities could not be fully implemented because the Director was not appointed in time to develop a comprehensive plan. This was to be implemented in the next year (p. 10).

The 1984 Plan also called for the establishment of a drop-in counseling and advising center (p. 28).

The HCC 1985 Plan reported that the drop-in counseling center had been opened in the fall of 1984. Statistics throughout the year indicated limited usage by students, and the recommendation was to review staffing and usage patterns to determine whether other models would be more appropriate to provide the services (p. 20).

According to the 1985 Plan, faculty and staff were afforded staff development activities concerned with retention as recommended in previous plans. These included a two-day seminar on counseling and retention and a professional staff day on retention (p. 20).

Also, the 1985 Plan indicated that the advisor systems at HCC and at other colleges had been studied and recommendations made to improve HCC's system. These included the distribution of pertinent information to advisors and students and exploration of such strategies as a required freshman seminar, the use of peer advisors, and the concept of developmental advisors (p. 20).

The 1985 Plan also reported that the Director of Student Activities had submitted a comprehensive plan to increase the number of students participating in College-sponsored activities as had been recommended in previous plans. In addition, the task force to review the role of the faculty advisor had been established as recommended in previous plans (p. 22).

The previous recommendation to inform advisors of advisees' placement scores and other indicators of academic success was not fully implemented according to the 1985 Plan. However, an educational plan containing such data was to be prepared for each student entering the College in the fall of 1985, and a copy of the plan was to be given to the student's advisor (p. 23).

Regarding the previous recommendation concerning support groups, the 1985 Plan reported that no new support groups had been established though the College continued to support the concept which was compatible with the recommendation of the task force on advising calling for study of a peer counseling program (p. 23).

Concerning the previous recommendation that the Admissions and Retention Committee meet twice a semester to review matters related to enrollment and advise the President on issues related to recruitment, admissions, and retention, the 1985 Plan reported that a policy requiring regular meetings was no longer appropriate. This was because several new committees had been created by the Long-Range Plan to address specific aspects of the advising system, retention, marketing, and public relations (p. 23).

The 1985 Plan also reported that work on the previous recommendation to develop an annual advisor orientation program had been postponed because the task force on advising was working on reviewing the whole advising system (p. 24).

Finally, the previous recommendation that the Director of Institutional Research design and administer a study to determine why students withdraw or fail to re-enroll was reported in the 1985 Plan as

not completed. However, it was indicated that the Dean of Students had completed a study on the reasons why students fail to re-enroll (p. 24).

A review of the HCC Plans indicated 3 objectives, 7 recommendations, and progress in 11 areas regarding retention as shown in Table 23 on pages 162, 163, and 164.

Research Question IB5 - Articulation

What steps are being taken to develop articulation between secondary schools and the community colleges and between the community colleges and four-year institutions?

The 1982 HCC Phase-One Plan did not specifically address the issue of articulation. The 1983 HCC Phase-Two Plan began to speak to the issue in terms of the College being called upon to meet the needs of non-degree oriented students including high school students who might seek developmental and enrichment courses as a result of cutbacks in high school offerings (p. 9).

The 1983 HCC Phase-Two Plan also referred to HCC's being called upon to share its resources with other colleges and the community at large. The Plan cited increased cooperation and sharing of resources among HCC, Springfield Technical Community College (STCC) and Westfield State College (WSC) as being urged by the Board of Regents (p. 9). Also included in one of the Plan's goals was the development and implementation of a planning process to identify and respond to the changing needs of senior institutions (p. 16) and to develop articulation agreements to ensure transfer curricula were appropriately designed (p. 27). A commitment was also expressed to explore new opportunities and develop procedures leading to closer cooperation with

Table 23

**HOLYOKE COMMUNITY COLLEGE
RETENTION**

Summary of Progress

1982 Phase One Plan	1983 Phase Two Plan	1984 Plan	1985 Plan
<u>Objectives</u>	<u>Specific Recommendations</u>	<u>Progress</u>	<u>Progress</u>
Define and study the issue of retention in terms of the total College population and its subgroups to determine factors contributing to attrition.	Seek approval and funding for Director of Student Activities to plan, organize, publicize, and evaluate a comprehensive student activities program.	Coordinator of Retention appointed by the President. Responsible for determining causes of attrition and developing a comprehensive program of activities and services to increase retention.	Drop-in counseling center opened in fall of 1985. Limited usage by students resulted in a recommendation to review staffing and usage patterns to determine whether other models would be more appropriate.
Implement a program of activities designed to increase the effectiveness of the advisor in the career and academic counseling process.	Develop a model for an advisor packet for each curriculum to be distributed to faculty by January of 1984 and to be updated annually.	Survey of graduates expanded to measure attitudes and perceptions of students completing degree requirements. To serve as basis for comparison in future studies of students who fail to re-enroll.	Faculty and staff development activities provided concerning retention including a two-day seminar on counseling and retention and a professional staff day on retention.
Expand and publicize student activities and student services to encourage greater participation in activities and higher utilization of services.	Develop an annual advisor orientation program to be initiated in 1984 using program coordinators (contact persons) to keep faculty advisors current.	Committee established to develop model packet for faculty advisors. Co-operative Education Program dispensing career information to faculty. Also, proposal submitted under Title III to train faculty to become more effective advisors.	Advisor system studied and recommendations made including distribution of pertinent information to advisors and students and the exploration of a required freshman seminar, peer advisors, and the concept of developmental advisors.
	Submit an annual plan to increase the number of students participating in College-sponsored activities. Dependent upon hiring of Director of Student Activities.	Project New Start, a grant-funded program for welfare recipients, had included a weekly counseling group session.	Director of Student Activities submitted comprehensive plan to increase student participation.
	Director of Institutional Research to conduct study to determine why students withdraw or fail to re-enroll. To be done each spring and fall beginning in Fall, 1983. Dependent	Women in Transition program	Task force established to review role of faculty advisor.

**HOLYOKE COMMUNITY COLLEGE
RETENTION**

Summary of Progress

1983 Phase Two Plan	1984 Plan	1985 Plan
<p>upon hiring Director of Institutional Research.</p> <p>Initiate study of current faculty advising system to determine necessary changes in policies and procedures.</p>	<p>encouraging all adult women to participate in the educational and social activities it sponsors.</p> <p>Full-time Director of Student Activities appointed and calendar of events published monthly. Student activities also featured in Viewbook and videotape overview of the College.</p>	<p><u>Recommendations Not Fully Implemented</u></p> <p>Informing advisors of advisees placement scores not fully implemented, but educational plan containing such data was to be prepared for each student beginning in the Fall of 1985 and a copy was to be given to the advisor.</p>
	<p><u>Recommendations Not Fully Implemented</u></p> <p>Informing faculty advisors of advisees' reading, foreign language, and math scores not fully implemented because computerized student record system not fully operational. Planned implementation next year.</p> <p>Faculty and staff development activities leading to more effective advising not offered because of observation of "work to rule."</p> <p>Design and administration of a study by the Director of Institutional Research to determine why students withdraw or fail to re-enroll not fully implemented because computerized</p>	<p>Development of annual advisor orientation program postponed because of review of entire advising system by task force.</p> <p>Study by Director of Institutional Research to determine why students withdraw or fail to re-enroll not completed. However, the Dean of Students had completed such a study on why students fail to re-enroll.</p>

HOLYOKE COMMUNITY COLLEGE
RETENTION

Summary of Progress

1984 Plan

record system not fully im-
plemented until April,
1984. Study to be initia-
ted in Fall of 1984.

Annual advisor orientation
program expected to be im-
plemented in fall of 1984
prior to pre-registration.

Submission of plan by
Director of Student Activi-
ties to increase student
participation not fully im-
plemented because Director
not appointed in time. To
be implemented next year.

Recommendation

Establishment of drop-in
counseling and advising
center.

STCC, WSC, and other members of the Cooperating Colleges of Greater Springfield (CCGS) (p. 27).

The 1984 HCC Plan reported that the College had taken steps to develop articulation agreements with those senior institutions most popular with HCC students. Statewide agreements for business administration and engineering were being developed between community colleges and state colleges and universities. HCC had completed agreements with WSC and Western New England College in computer science and computer information systems. HCC was in the process of negotiating other agreements with WSC, Fitchburg State College, American International College, the University of Massachusetts and the University of Lowell (p. 48 and 49).

In addition, the 1984 Plan reported that the Public Colleges Collaborative (PCC) and CCGS had organized professional development activities which had brought together faculty from all the participating colleges as well as administrators and staff personnel. One of the outcomes was the enrollment of students from HCC in a course at STCC and the enrollment of WSC students in cooperative education at HCC (p. 49).

The 1984 Plan also reported that the Cooperative Education Program was reaching out to the high schools. The Assistant Director of the program was accompanying the Director of Admissions on visits to the high schools to increase the students' awareness of the opportunities for them in Cooperative Education (p. 66). In addition, a new collaborative effort between WSC and HCC was to begin in the fall of 1984 whereby HCC would enroll WSC students in cooperative education and counsel, place, supervise, and evaluate them (p. 67).

The 1984 Plan also contained a recommendation that each division chairperson prepare a report for the President outlining programs or services which could potentially be incorporated into a collaborative effort with one or more area high schools. These reports were to be presented by fall of 1984 (p. 106).

The 1985 Plan reported continuing efforts to develop additional articulation agreements with four-year colleges and universities (p. 66).

The 1985 Plan also reported the enrollment of four WSC students in cooperative education at HCC in the fall and 19 in the spring. Also, two other public colleges in Massachusetts had sought help from HCC in developing programs (p. 71).

The 1985 Plan also cited the necessity to continue its efforts to develop collaborative programs with area high schools with the continuing recommendation for division chairpersons to plan at least one activity each semester to involve faculty with representatives of senior institutions. This was to be presented to the President in the fall of each year (p. 120). Scheduled to begin in the fall of 1985 was a collaborative project which would enable 25 students from five high schools to take courses in mathematics, science, and engineering (p. 116).

Also, the recommendation in the 1984 Plan was carried forward to the 1985 Plan for division chairpersons to prepare a report to the President by fall of 1985 of programs or services which potentially could be incorporated into a collaborative effort with the high schools (p. 121).

A review of the HCC Plans indicated 3 goals, 3 recommendations, and progress in 5 specific areas regarding articulation as shown in Table 24 on pages 168 and 169.

Research Question IB6 - Continuing Education

What steps are being taken to provide quality comparable to on-campus, state-supported instruction and to coordinate among institutions to maximize outreach and provide necessary educational services?

The 1982 HCC Phase-One Plan cited as a goal increasing community awareness, support and utilization of the College (p. 31). The Plan addressed the issue of both Day and Continuing Education Divisions having to seek ways to recruit and serve students who have been traditionally underserved (p. 35). It also mentioned the policies and procedures established by the Division of Continuing Education (DCE) to make the enrollment process more convenient and efficient, such as expanded hours (p. 36). The issue of comparable quality to on-campus state-supported instruction was not addressed.

The 1983 HCC Phase-Two Plan reported on an increasing number of students enrolling in DCE for courses related to computer technology with a decline in Criminal Justice. The Plan also reported the trend toward short-term training to upgrade career skills or qualify for new careers. In response, DCE was offering seven certificate programs:

Banking (AIB)

Computer Electronic Technology

Computer Programming

Business Management (AMA)

Table 24

**HOLYOKE COMMUNITY COLLEGE
ARTICULATION**

Summary of Progress

1982 Phase-One Plan	1983 Phase-Two Plan	1984 Plan	1985 Plan
No specific mention of articulation.	No specific mention of articulation with high schools. Mention of increased cooperation and sharing of resources among HCC, STCC, and WSC.	Steps taken to develop articulation agreements with senior institutions most popular with HCC students, specifically in business administration and engineering, computer science and computer information systems.	Continuing efforts to develop additional articulation agreements with four-year colleges and universities.
		<u>Progress</u>	<u>Progress</u>
	<u>Goals</u> Develop and implement planning process to identify and respond to the changing needs of senior institutions. Develop articulation agreements to ensure transfer curricula are appropriately designed. Explore new opportunities and develop procedures leading to closer cooperation with HCC, STCC, and WSC as well as other members of CCGS.	Professional development activities organized by PCC and CCGS bringing together faculty, staff, and administration from participating colleges resulting in enrollments of HCC students in a course at STCC. Cooperative Education program conducting outreach to high schools through visits by the Assistant Director. Also, collaborative effort by the Cooperative Education program resulted in WSC students enrolling in co-op at HCC and being counseled, placed, supervised, and evaluated by the HCC co-op program.	Enrollment of four WSC students in Co-op Ed in the fall semester and 19 in the spring. Assistance to two other Massachusetts public colleges in developing Co-op programs.
		<u>Recommendation</u> Each division chair to prepare a report for the President.	<u>Recommendations</u> Continue articulation efforts with the high schools. Continue planning by division chairpersons of at least one activity each semester to involve faculty with representatives of senior institutions — report to President each year. Collaborative project to begin in the fall of 1985 to enable 25 students from five area high schools to take courses in mathematics, science, and engineering.

HOLYOKE COMMUNITY COLLEGE
ARTICULATION

Summary of Progress

1984 Plan

ident outlining programs or services which could potentially be incorporated into a collaborative effort with one or more area high schools. To be presented in the fall of 1984. First mention of articulation with high schools.

Traffic and Transportation

Word Processing

The Plan also indicated new certificate programs would be developed in response to student, community and industry needs (pp. 41 and 43). The issue of quality was not discussed.

In terms of outreach the Dean of Continuing Education was to be a member of the task force on marketing previously discussed on pages 140, 141, and 146 of this chapter (p. 9).

The 1984 HCC Plan cited the task force on marketing again as a specific recommendation which would remain in place for the next year (pp. 25 and 26).

Regarding efforts to provide quality education, mention was also made in the 1984 Plan of the offering by DCE in the summer of 1984 of a special program of pre-collegiate courses as a pilot for 20 students who were planning to enroll in the fall of 1984 (p. 31).

In addition, the Plan mentioned the scheduling of weekend classes to expand access as well as a variety of credit and non-credit courses, workshops, and seminars to meet the increased enrollment in computer technology (p. 62). DCE was also continuing the seven certificate programs previously mentioned (p. 51). The Plan also reported that DCE had been successful in developing new programs and services such as a trip to Egypt as part of a course in Egyptology, a summer day camp for sports and recreation, and a video course in Home Gardening, as well as offering courses at Belchertown State School for employees working towards a degree in Developmental Disabilities. Other trips in

connection with courses were planned for the Virgin Islands and London (p. 115).

High School students seeking more advanced courses as well as SAT preparation were again mentioned as in previous plans and, senior citizens were also being served on a tuition-free, space-available basis (p. 99 and 100).

The 1985 HCC Plan cited the recommendation on the marketing task force as one which was partially completed with the plan being completed, target groups identified, and media plans in place. One person had been identified to coordinate the advertising, and a budget was established (p. 9).

The Plan also cited the offering of an English as a Second Language (EFL) course which had served 25 students in 1983-84 (p. 33). It also discussed the offering of courses and programs in response to student demand and consideration of the previous semester's enrollment patterns with additional sections of high-demand courses being offered and low-enrollment courses being offered every other semester or year. DCE was reported to be responding in a timely manner to students, community, and industry (p. 49). Also, the Plan reported that in response to a request from the Hampden County Sheriff's Office, DCE was planning to offer courses in the field of Corrections. It was also expecting to expand its outreach efforts to business and industry in order to develop needed training programs (p. 67).

The 1985 HCC Plan also contained a recommendation that the Dean of Continuing Education establish a task force to identify the educational, social, recreational, and cultural needs of senior citizens which could

be addressed by the College. Its recommendations were to be submitted to the President by April of 1986 (p. 121).

A review of the HCC Plans indicated 3 goals, 2 recommendations, and progress in 10 areas related to Continuing Education as shown in Table 25 on page 173.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

Research Question IB1 - Program Access

What steps are being taken to remove barriers to students such as cost, social and educational background and physical handicaps?

The STCC 1982-1987 Plan stated that students who are educationally deficient "elect to enter the General Studies program where, through taking essential remedial courses in English, Reading, Math, and Basic Science, they are able to meet the entrance requirements for programs of their choice" (p. 293). In addition, the Plan indicated that an increasing proportion of the students were coming from low-income and ethnic minority groups and that the College was working with minority groups to encourage these students to apply. Also mentioned were the College's "Open Door" admissions policy and the efforts of the Financial Aid Office to identify the economically disadvantaged. The Plan reported an anticipated increase in the number of low-income, minority ethnic groups, and educationally disadvantaged students (p. 293.)

The Plan also stated, "It is obvious that a majority of the College's students receive some kind of aid." Further, the "open-door policy puts a large burden on the Financial Aid Offices; disadvantaged and non-traditional students who come to STCC because of the open door should not be sent home because of financial difficulties" (p. 308).

Table 25

**HOLYOKE COMMUNITY COLLEGE
CONTINUING EDUCATION**

Summary of Progress

1982 Phase One Plan	1983 Phase Two Plan	1984 Plan	1985 Plan
<u>Goals</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Increase community awareness, support, and utilization of the College.	Offering of seven certificate programs in response to the trend toward short-term training to upgrade career skills and in response to student, community, and industry needs.	Regarding the quality issue, DCE was to offer a special program of pre-collegiate courses in the summer of 1984 as a pilot program for students entering in the fall.	Marketing plan partially completed with target groups identified and media plans in place. One person identified to coordinate advertising and a budget established.
Seek ways to recruit and serve students who have been traditionally underserved.	Dean of Continuing Education to be appointed to marketing task force.	Scheduling of weekend classes to expand access as well as credit and non-credit courses, workshops, and seminars.	Offering of English as Second Language and a course in correction in response to a request from the Hampden County Sheriff's Office.
No mention of quality comparable to on-campus, state supported instructions.	No mention of comparable quality issue.	Seven certificate programs being continued.	<u>Goal</u>
		New programs and services such as summer day camp for sports and recreation, trips in connection with various courses, and courses at Belchertown State School for employees.	Expand outreach efforts to business and industry to develop training programs.
		High school students being offered more advanced courses as well as SAT preparation.	<u>Recommendation</u>
		Senior citizens being served on tuition-free space-available basis.	Dean of Continuing Education to establish task force to identify needs of senior citizens. Recommendations to be submitted to the President by April of 1986.
		<u>Recommendation</u>	
		Establish task force on marketing.	

The need for more clerical assistance over the next few years was cited due to the anticipated volume of financial-aid applications (p. 310).

In the section on goals, the STCC 1982-1987 Plan set forth as one of its goals the following:

- "1. To provide access to higher education for all, with special attention to the needs of the economically disadvantaged, the College pays particular attention to those whose previous educational experiences have been unsatisfactory by providing a supportive learning environment which instills in our students confidence in their capabilities" (p. 9 and 10).

Listed in the Plan as an objective was the following:

- "2. To provide equal access to higher education by maintaining an open door admissions policy" (p. 11).

The 1984 Five-Year Campus Plan Update stated that the "open door policy continued to influence the enrollment patterns at STCC. The academic quality of the Fall, 1983 applicants declined, and the General Studies program experienced a record enrollment, 15 percent greater than the previous year.

The Update also cited the increase in minority enrollment each year which was due to the major efforts which STCC has made toward outreach and retention of students from ethnic minority backgrounds. Project Reach was one of these efforts whereby STCC was a sponsor with the Area Health Education Center of Western Massachusetts in a special outreach and support project for minority high school students interested in health careers. Of the high school seniors enrolled in the R.E.A.C.H.

project that academic year, 50 percent had made application to STCC for the following fall (pp. 27 and 28).

The Update also reported on a summer pilot enrichment program for students who were unsuccessful in entering health career programs. Academic and career counseling was provided along with workshops on study and library skills and remedial course work. Of the 36 students participating, all were able to enter the General Studies, Pre-Health core in the fall of 1983 immediately following the special program.

Finally, a full-time academic counselor was hired in the fall of 1983 for the General/Developmental Studies students, and all bilingual support programs which had been largely federally funded over a ten-year period were institutionalized (pp. 32-33).

The STCC 1984-85 Five-Year Plan Update stated that the "open door" policy was continuing to affect the enrollment patterns, and the relationship of academic preparedness of entering students to program enrollment was being felt. The General Studies program was continuing to serve a large proportion of the student population (p. 100).

The Plan Update also indicated that STCC was among the top three community colleges with a minority enrollment of 15 percent or greater. Recruitment efforts were being expanded and revised to increase the number of minority and non-traditional enrollments. Also, efforts were continuing to tailor programs to returning adults and older workers (p. 101).

The Update further stated that STCC has maintained its commitment to provide a supportive learning environment and pointed to the sizeable enrollment of STCC students who, "by normal higher-educational screening

processes" would be left out of college degree programs (25 percent of those entering STCC each year are too academically deficient to enter immediately into college-level programs (p. 107)).

The Update cited "major efforts which STCC has made toward outreach and retention of students from ethnic minority backgrounds resulting in 15.4 percent of the fall, 1984, enrollment being minority students, a 13 percent gain over 1983 and 30 percent gain since fall, 1981 (pp. 108 and 109).

Also, adult women students' needs were being addressed by the establishment of a "Returning Adult Women's Center" (p. 111).

The STCC 1984-85 Five Year Plan Update contained some specific goals and objectives relative to access. One goal was to "keep offerings within reach of the mean income of the traditional students served at this campus." This was to be accomplished by increasing the availability of financial aid assistance from State, Federal, and private sources and also by maintaining and increasing trust institutional scholarship funds (p. 116).

Another goal was to "provide services to non-traditional segments of the student body which would promote access of these persons to the College." This was to be accomplished by the following:

- maintain free van transportation for handicapped students to and around the campus as necessary
- provide counseling and special orientation for handicapped students
- establish quality child-care services for day and evening student use

- provide full-time counseling for displaced homemakers and other adult women through the Returning Adult Women's Center
- provide bilingual guidance counseling and maintain 1983-84 levels of ESL instruction
- maintain existing College-owned specialized equipment and devices for handicapped students (pp. 116 and 117).

A review of the STCC Plans indicated 3 goals, 7 objectives, and progress in 8 areas regarding program access as shown in Table 26 on pages 178 and 179.

Research Question IB2 - Admissions

What steps are being taken to match student needs and abilities with institutional programmatic strengths and to assist high school graduates, holders of GED certificates and elder students who could be successful in College?

The reader is referred to comments appearing above under "Access." Also, the STCC 1982-1987 Five-Year Plan spoke of admission to selective programs as being competitive and thus not all programs are "open door" (p. 189). However, students denied admission to particular programs are given options to enroll in others, and many educationally deficient students elect the General Studies program. Through taking remedial courses in English, Reading, Math, and Basic Science in this program, they are then able to meet entrance requirements for the programs of their choice (p. 293).

Listed as an objective in this Plan was providing both regular and prospective students the testing, guidance, and counseling services in

**SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ACCESS**

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Five-Year Plan Update
<p><u>Goals</u></p> <p>To provide access to higher education for all, with special needs of the economically disadvantaged.</p> <p><u>Objective</u></p> <p>To provide equal access to high education by maintaining an open-door admissions policy.</p>	<p><u>Progress</u></p> <p>Increase in minority enrollment due to outreach and retention efforts such as Project Reach.</p> <p>Summer pilot program for students unsuccessful in entering health career programs.</p> <p>Full-time academic counselor hired in fall of 1983 for General/Developmental Studies students.</p> <p>Institutionalization of all bilingual support programs previously federally funded.</p>	<p><u>Progress</u></p> <p>General Studies program continuing to serve a large proportion of the student population.</p> <p>STCC among the top three community colleges with a minority enrollment of 15 percent or greater.</p> <p>Expansion of recruitment efforts directed toward minority and non-traditional students.</p> <p>Establishment of Returning Adult Women's Center to address women students' needs.</p> <p><u>Goals</u></p> <p>Keep offerings within reach of the mean income of the traditional students served by increasing financial aid assistance and maintaining and increasing trust institutional scholarship funds.</p> <p>Provide services to non-traditional segments of the student body to promote their access to the College.</p> <p><u>Objectives</u></p> <p>Maintain free van transportation for handicapped students.</p> <p>Provide counseling and special</p>

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ACCESS

Summary of Progress

1984-1985 Five-Year Plan Update

orientation for handicapped students.

Establish quality child care services for day and evening student use.

Provide full-time counseling for displaced homemakers and other adult women through the Returning Adult Women's Center.

Provide bilingual career counseling and maintain established levels of ESL instruction.

Maintain existing College-owned specialized equipment and devices for handicapped students.

such areas as choosing a technical field or occupation and choosing academic courses and programs (p. 11).

The STCC 1984 Five-Year Campus Plan Update discussed placement testing in Math and English and reported that 88 percent of those testing in Math and 43.5 percent of those testing in English did not score well enough for placement into College-level courses (p. 26).

The number of students entering the General Studies program showed a 17 percent increase over the previous year, and the assumption was made that this increase resulted from a decrease in acceptances of "marginally" prepared students into public four-year colleges in the area (p. 27).

The Update also mentioned the Career Awareness Project, developed with the Springfield Public School Department, to assist junior high-school students in career guidance through a mentor program which paired junior-high students with industry sponsors and college faculty. The program focused on female and minority students and was meant to educate these students prior to entering high school as to the importance of high-school courses in the career goal process. This was to be funded by a grant from the Commonwealth of Massachusetts, and linkage with the R.E.A.C.H. project was to be investigated (p. 29).

The STCC 1984-85 Five-Year Plan Update reported on the collaborative with the Springfield Public Schools and the establishment of a College Review Committee to review the high-school curricula of both transfer and occupational programs with members from colleges, business and industry, and the School Department. The objective was to improve the academic preparation of incoming students (p. 166).

The Update also reported on special outreach through the Division of Community Services targeted toward minority and disadvantaged public-school students and providing career awareness, mentor relationships, tutorial support, and enrichment activities. The career awareness activities targeted toward minorities and women in health, math, and engineering were not expected to have some effect for at least five years since they involved junior high students (p. 167). The R.E.A.C.H. program was continuing, and recruitment efforts in two specialized programs for displaced homemakers were utilized, resulting in enrollments of 23 in 1984 and 19 in 1985. The Older Workers' Employment Program utilizing Job Training Partnership Act funds had resulted in two non-credit programs, counseling and job development support, development of referral linkages and a community-based inter-agency network, as well as the implementation of a first annual county-wide conference on employing "older workers" (pp. 171-175).

The 1984-1985 Five-Year Plan Update contained the specific goal of encouraging "involvement of personnel in civic, cultural, and community service activities" and listed as an objective developing a closer mentor relationship with area public school systems by providing faculty expertise and support to curricula, facilities for school enrichment programs, and career guidance assistance (p. 119). A further objective was to develop and expand regional interagency articulation and develop cooperative programs to maximize assistance to such groups as displaced homemakers, dislocated workers, older workers, welfare recipients, unemployed persons, and handicapped persons (p. 120).

Another goal was to "provide potential students with enrollment counseling, financial aid, registration and orientation information." The objectives to accomplish this included employing a Director of Counseling to direct overall College counseling activities and developing and implementing a series of survival skills seminars for entering students during pre-semester vacations (p. 120).

A review of the STCC Plans indicated 2 goals, 5 objectives, and progress in 5 areas related to admissions as shown in Table 27 on pages 183 and 184.

Research Question IB3 - Developmental Education

What steps are being taken to provide programs to develop pre-collegiate skills which allow students to pursue a college education successfully and to develop self-confidence, self-respect, and self-discipline as well as positive attitudes regarding learning?

The reader is referred to page 99 of this chapter where this issue was discussed for the STCC 1982-1987 Plan under Research Question IA2f - Primary Responsibility Within the Public Ssystem for Basic Skills Assessment and Developmental Education Programs.

The issue was discussed regarding the STCC 1984 Five-Year Campus Plan Update on pages 101 and 102 and also in the STCC 1984-85 Five-Year Plan Update as reported on in pages 102 - 105 of this chapter. In addition, the update also stated the following as a goal:

"To maintain a learning climate in which the greatest possible development of student potential can occur."

To accomplish this the stated objectives included expanding the tutorial assistance program by 25 percent per year, developing and

Table 27

**SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ADMISSIONS**

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Five-Year Plan Update
<u>Objective</u>	<u>Progress</u>	<u>Progress</u>
Provide both regular and prospective students with testing, guidance, and counseling services in such areas as choosing a career field or choosing academic courses and programs.	Development of a Career Awareness Program with the Springfield Public School Department to assist junior high-school students in career guidance through the use of mentors from the faculty and from industry. Focus on female and minority students.	Establishment of a College Review Committee to review high school curricula, both transfer and career, with members from colleges, business and industry, and the School Department in order to improve the academic preparation of incoming students.
		Special outreach through the Division of Community Services to minority and disadvantaged public school students through career awareness, mentor relationships, tutorial support, and enrichment activities.
		Recruitment efforts in two specialized programs for displaced homemakers resulting in enrollment of 23 in 1984 and 19 in 1985.
		Older Worker's Employment Program resulted in two non-credit programs, counseling and job development support, development of referral linkages and a community-based inter-agency network, as well as a county-wide conference on employing older workers.
		<u>Goals</u>
		Encourage involvement of personnel in civic, cultural, and community service activities.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ADMISSIONS

Summary of Progress

1984-1985 Five-Year Plan Update

Provide potential students with enrollment counseling, financial aid, registration, and orientation information.

Objectives

Develop a closer mentor relationship with area public school systems by providing faculty expertise and support to curriculum, facilities for school enrichment programs, and career guidance assistance.

Develop and expand regional inter-agency articulation and develop cooperative programs to assist displaced homemakers, dislocated workers, welfare recipients, unemployed persons, and handicapped persons.

Employ a Director of Counseling to direct overall College counseling activities.

Develop and implement a series of survival skills seminars for entering students during pre-semester vacations.

implementing a campus wide non-traditional student support plan for teaching and assistance beyond developmental stages, and developing and implementing a Health Careers Education Support Center for guidance, tutorial, and academic support to nontraditional students entering health career programs (p. 117).

The reader is also referred to the discussion appearing above with regard to Research Question IB - Program Access

Research Question IB4 - Retention

What steps are being taken to communicate to the high schools the necessary competencies students will require in college and to develop with them appropriate programs to prepare adequately. In addition, what steps are being taken to assess incoming students to determine placement in appropriate courses?

The STCC 1982-1987 Five-Year Plan Update listed among its goals the provision of access to all and stated that the College paid particular attention to those "whose previous educational experiences have been unsatisfactory by providing a supportive learning environment which instills confidence in them (p. 10).

One of the listed objectives was to provide counseling services in the areas of choosing a career, choosing academic courses and programs, and resolving personal problems which tend to interfere with or inhibit the student's educational progress (p. 11).

The Plan also referred to the General and Developmental Studies Program which had as two of its objectives the following:

"To provide centralized direction for scheduling, guidance, tutoring, and the provision of other supportive services to "high

risk" students designed to minimize their attrition from the College;" and

"To provide a system for monitoring the academic progress of "high-risk" students toward intra-college transfer" into associate degree programs once they meet the academic standards (pp. 214-215).

The reader is also referred to page 102 of this chapter for a discussion of the developmental education programs.

The STCC 1984 Five-Year Campus Plan Update mentioned the Special Student Services project which was federally funded under Title IV and directed toward low-income, first-generation students, many of whom were minorities. The project had been running over several years, and the data in 1984 indicated that the retention of this group of 185 "high risk" students exceeded the overall campus retention rate of 7 percent at the end of the academic year measured, and 59 of the 185 students were able to transfer into career programs of their choice. Also, only 20 percent (37 students) were failing course work at the time of withdrawal (p. 30). Thirty-two students were able to complete degree requirements by 1983 (p. 31). The Plan Update also made mention of the filling of the position of Director of Counseling. This was implemented in 1983-84. In addition, a new temporary counselor was hired, and the position was expected to become permanent in 1984-85 (p. 56).

The reader is also referred to pages 103 and 104 of this chapter where progress in the developmental education programs is discussed.

With regard to the STCC 1984-85 Five-Year Plan update, the reader is referred to pages 103 through 105 of this chapter for a discussion of

progress in the area of developmental education. In addition, there was a discussion of budgetary considerations regarding special student retention activities. The Plan reported that new projects and proposals nearing one million dollars were developed for the 1984-85 academic year to expand existing and implement new specialized services to non-traditional students. Contained in the FY86 budget request were three priorities for developmental, remedial, and supportive services. The revised budget supported two priorities which reflected disadvantaged student concerns (pp. 163 and 164).

A review of the STCC Plans indicated 3 objectives and progress in 5 areas concerning retention as shown in Table 28 on page 188.

Research Question 1B5 - Articulation

What steps are being taken to develop articulation between secondary schools and the community colleges and between the community colleges and the four-year institutions?

The reader is referred to pages 97 through 99 of this chapter for discussion relative to articulation with four-year institutions.

No further mention is contained in the STCC 1982-1983 Five-Year Plan. The STCC 1984 Five-Year Campus Plan Update contained a section on the Public College Cooperative which indicated that the collaborative relationship between STCC and the other two member institutions (HCC and WSC) were strengthened considerably during the 1983-84 academic year with an informational survey being conducted, coverage in the media, a business articulation agreement, a seminar, and a colloquium, as well as a letter requesting funding (p. 57).

**SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
RETENTION**

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1985 Five-Year Plan Update
<p style="text-align: center;"><u>Objectives</u></p> <p>Provide counseling services in the areas of choosing a career or academic courses and programs and resolving personal problems which tend to interfere with or inhibit the student's educational progress.</p> <p>Through the General and Developmental Studies Program to:</p> <p>Provide centralized direction for scheduling, guidance, tutoring, and the provision of other support services to high-risk students in order to minimize attrition.</p> <p>Provide a system of monitoring academic progress of high-risk students toward intra-college transfer into associate degree programs.</p>	<p style="text-align: center;"><u>Progress</u></p> <p>Through the Special Student Services project directed toward low-income, first-generation students, the retention rate for 185 high-risk students exceeded the overall campus retention rate of 7% according to 1984 data, and 59 students were able to transfer into career programs.</p> <p>Director of Counseling position filled.</p> <p>New temporary counselor hired, and position expected to become permanent in 1984-1985.</p>	<p style="text-align: center;"><u>Progress</u></p> <p>New projects and proposals for nearly one million dollars were developed for 1984-85 to expand existing and implement new specialized services to non-traditional students.</p> <p>Request in FY86 budget for three priorities for developmental, remedial, and support services and priorities support two in the revised budget.</p>

The STCC 1984-85 Five-Year Plan Update referred to the organization of a College Review Committee to review both transfer and occupational programs on the high school level. The committee, consisting of representatives of the Cooperating Colleges of Greater Springfield, local business and industries, and the Public School Department, was to present its report to the Springfield School Committee in June of 1985. The academic progress of current students was to be measured at the colleges and a survey done to determine their opinions on the adequacy of their academic preparation in high school. Faculty at the colleges, particularly in developmental programs, were to review the high-school curricula and make suggestions for improvement. This was seen as a way to improve the retention rate as well (p. 166).

A review of the STCC Plans indicated progress in 3 areas concerning articulation as shown in Table 29 on page 190.

Research Question IB6 - Continuing Education

What steps are being taken to provide quality comparable to on-campus, state-supported instruction and to coordinate among institutions to maintain outreach and provide necessary educational services?

The reader is referred to pages 104, 108, and 109 of this chapter for discussion relative to continuing education.

Also, the STCC 1984-85 Five-Year Plan Update mentioned specific responses by the President in his response to the Task Force on Excellence pertaining to DCE. They were as follows:

"Encourage use of DCE satellite programs;"

**SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ARTICULATION**

Summary of Progress

1982-1987 Five-Year Plan	1984 Five-Year Campus Plan Update	1984-1987 Five-Year Plan
No further mention beyond what appears previously in the discussion of "Access."	<p style="text-align: center;"><u>Progress</u></p> <p>Strengthening of the Public College Cooperative among STCC, HCC, and WSC through an informational survey, media coverage, a business articulation, a seminar, a colloquium, and a letter requesting funding.</p>	<p style="text-align: center;"><u>Progress</u></p> <p>College Review Committee to present its report to the Springfield School Committee in June of 1985.</p> <p>Academic progress of students to be measured at the Colleges and a survey done to determine their opinions on adequacy of academic preparation in high school.</p>

"Try spreading DCE offerings over larger time frame during week" (p. 42);

"Provide systems for all "returning" and DCE students including services of tutoring, counseling, financial aid, and support groups;"

"Orient faculty and staff to the specific needs of returning and DCE students," and

"Implement academic skills assessments appropriate for returning and DCE students" (p. 55).

GREENFIELD COMMUNITY COLLEGE

Research Question IB1 - Program Access

What steps are being taken to remove barriers to students such as cost, social and educational background, and physical handicaps?

Research Question IB2 - Admissions

What steps are being taken to match student needs and abilities with institutional programmatic strengths and to assist high school graduates, holders of GED certificates and elder students who could be successful in College?

These two questions are discussed together since there was so much overlap found between these two areas in the Greenfield Plans.

The GCC 1983-1988 Five-Year Plan stated as one of its "Student Service Goals" the reduction of barriers that limit accessibility for prospective students" (p. 10). In its "Institutional Priorities" section, the Plan stated that the College's Project Future (education and training for the unemployed) would assist the College in reaching

non-traditional students; however, the major thrust of the College's priorities would be to enhance its excellent academic reputation by strengthening the transfer program, encouraging more two-plus-two transfer programs between GCC and the four-year institutions in the neighboring counties (p. 12). The development of outreach programs in Project Future was listed as one of 6 institutional priorities, and two off-campus locations in high unemployment areas to be added (p. 13).

In its "Programs/Services Objectives" section on Financial Aid, the Plan listed as an objective the increase of both quantity and quality of literature describing the available financial aid programs and the necessary application procedures. A comprehensive brochure was to be completed in 1984 (p. 203). Another activity was to collate and publish a comprehensive list of financial aid sources available. This was to be done by June of 1983 (p. 205). A further objective was to increase the amount of private, institutionally controlled financial aid funds available to students. This was to be done by obtaining additional personnel to develop and coordinate fund-raising efforts and to develop a number of fund-raising programs to strengthen the support of the local community and attract national resources (pp. 205-206).

Also, in the Program/Service Objectives section under "Admissions," one of the objectives was to increase applications to the College. Included in the activities for this objective was the identification and development of contacts with sources of potential non-traditional; i.e., social service agencies, business and industry, and labor unions (p. 201). A further activity was to be increased outreach efforts via the College Caravan (p. 202). In addition, a pamphlet and application was

to be developed for candidates seeking credit for prior learning (p. 202).

The GCC 1983-84 Five-Year Plan update reported that 80 students had been enrolled through Project Future, and it had remained an on-campus project instead of being extended to the two off-campus locations. With the project's widespread image, it was felt that special outreach efforts were no longer required (p. 9).

The GCC 1983-84 Update of Five-Year Plan reported an increase in the enrollment of minorities during the previous three-year period. In 1983-84 the total was 10.4 percent of the total minority population ages 16 and over in Franklin County.

The College Caravan was active in recruiting these students, and in addition the admissions office had assigned a full-time staff member to serve as an institutional representative to the Welfare Department's Employment and Training Program. Financial aid information and application were also being attached to admissions applications. In addition, the College was in full compliance with the law as it relates to the handicapped, and the College van was used in working with the job Training Partnership Act (JTPA) Program and the Massachusetts Rehabilitation Commission (p. 12).

The development of an information pamphlet and application for prior learning credit was reported as being in progress and awaiting a review by the academic standards committee (p. 14).

The GCC 1984 First Biannual Follow-Up of Five-Year Plan reported that no substantial progress had made in developing new literature but current literature had been revised and updated. Time restrictions were

cited as a reason for lack of progress (p. 79). Regarding the increase of private, institutionally controlled sources of financial aid, the update reported no progress due to lack of additional personnel (p. 79).

The only progress made in indentifying and developing contacts with sources of potential non-traditional students was through Project Welcome which was mentioned but not explained (p. 77). Regarding the College Caravan, the number of locations was decreased but the volume increased. An example was a two-day visit to one site (p. 77). Progress on the pamphlet and application for prior learning credits was reported with these being in the works (p. 78). An additional comment was that more money was needed for recruitment (p. 78).

The GCC 1985 Update of Five-Year Plan reported that the pamphlet and application for prior learning credits was still underway and awaiting a review. Mention was also made of a planning initiative underway to propose a comrehensive external degree program (p. 16). No further progress on previous objectives was reported, but the Update did contain a section of new initiatives and recommended institutional priorities which were developed by faculty and staff. Included under the recommended institutional priorities was the development of programs, services, and academic responses to attract and serve adult learners including viable external degree programs, off-campus short-term training packages for business and industry, and development of non-traditional course packaging and scheduling formats (p. 28). Also included was the development of financial aid programs and services to assist in recruitment potential and student retention (p. 32).

There was also a section containing strategies to improve recruitment and retention of minority and non-traditional students. In this section, mention was made of the recommendations made by a private consultant which were to result in a heavy focus on the recruitment of these students. The Plan was to be completed in the 1985-86 academic year and was scheduled to appear in detail in the next Five-Year Plan update (p. 35).

A review of the GCC Plans indicated 3 goals, 5 objectives, 5 recommendations, and progress in 10 areas concerning program access and admissions as shown in Table 30 on pages 196 and 197.

Research Question IB3 - Developmental Education

What steps are being taken to provide programs to develop pre-collegiate skills which allow students to pursue a college education successfully and to develop self-confidence, self-respect, and self-discipline as well as positive attitudes regarding learning?

The reader is referred to pages 128 and 129 of this chapter for a discussion of developmental education.

In addition, the GCC 1983-1988 Five-Year Plan also contained among its "Academic Goals" listed under "Institutional Goals" the promotion of academic success through adequate learning resources and assistance in the Library, Media Center, and Learning Center (p. 10). The issue of pre-collegiate skill development was not addressed here.

The Plan did contain a "Learning Assistance Program" section which encompassed the developmental studies tutoring, and counseling/human development functions. Basic reading, writing, mathematics, science, and English as a Second Language skills were the components of

**GREENFIELD COMMUNITY COLLEGE
PROGRAM ACCESS AND ADMISSIONS**

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update of Five-Year Plan	1984 First Biannual Follow-Up	1985 Update of Five-Year Plan
<u>Goals</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Reduce barriers limiting accessibility for prospective students.	Eighty students enrolled through Project Future and decision to keep the project on campus instead of extending it to the two off-campus locations.	Current literature being revised and updated.	Planning initiative underway to propose comprehensive external degree program.
Enhance the College's excellent reputation by strengthening transfer program, encouraging two plus two transfer programs with four-year institutions.	Increase in the enrollment of minorities with a total of 10.4 percent of the total minority population 16 and over in Franklin County.	No progress on increasing private institutionally controlled sources of financial aid due to lack of personnel.	<u>Recommended Priorities</u>
Development of outreach programs in two off-campus, high employment areas.	Full-time staff member assigned to serve as institutional representative to Welfare Department's Employment and Training Program.	Project Welcome mentioned but not explained as a means of identifying and developing sources of non-traditional students.	Development of programs, services, and academic responses to attract and serve adult learners including viable external degree programs.
<u>Objectives</u>	Financial aid information and applications attached to admissions applications.	College Caravan locations decreased but volume increased.	Off-campus short-term training packages for business and industry.
Increase the quantity and quality of literature and financial aid programs and procedures with a brochure to be completed in 1984 and a list of financial aid sources to be completed by June of 1983.	College working with Job Training Partnership Program and Massachusetts Rehabilitation Commission.		Development of non-traditional course packaging and scheduling formats.
Increase the private, institutionally controlled financial aid funds available by obtaining additional personnel to develop fundraising programs.	Information pamphlet and application for prior learning credit awaiting review by academic standards committee.		Development of financial programs and services to assist in recruitment and retention.
Increase applications by identifying and developing			Recommendations by private consultant regarding recruitment of minority and non-traditional students to result in heavy focus on such recruitment and completion of plan in the

GREENFIELD COMMUNITY COLLEGE
PROGRAM ACCESS AND ADMISSIONS

Summary of Progress

1983-1988 Five-Year Plan

contacts with sources of potential non-traditional students.

Further outreach via the College Caravan.

Develop pamphlet for candidates seeking credit for prior learning.

1985 Update of Five-Year Plan

1985-86 academic year for inclusion in next five-year plan update.

Developmental Studies. One of the objectives of this program was to "provide direct and relevant assistance to any student who is experiencing problems that are interfering with his/her academic performance or to prevent such problems from occurring." This was cited as a high and ongoing priority (pp. 194-195). Another was to "provide solid academic basic skill courses designed and taught by faculty in appropriate departments." This was also a high and ongoing priority (p. 195).

Regarding the GCC 1983-84 Update of Five-year Plan, the reader is referred to pages 130 and 131 of this chapter for a discussion of the progress made in developmental education.

In addition, the Update reported progress in the establishment of a section of Psychology for underprepared students. Also progress was made in strengthening college-wide integration of the Learning Assistance Program by establishing more cooperative programs across divisions. Also, the coordination with local secondary schools on under-prepared students and basic skill instruction was reported as being implemented (p. 35).

Regarding the GCC 1984 First Biannual Follow-Up, the reader is referred to page 132 of this chapter for a discussion of the progress in developmental education. Further, the section on Learning Assistance Programs reported that faculty were coming up with new ideas for academic basic skills courses, and they continued to be steady and ongoing (p. 22). Regarding the coordination with local secondary schools on underprepared students and basic skills instruction, the Update reported that pre-advising for high-risk students was being done,

but this was all that was possible due to lack of personnel (p. 83). The establishment of sections of ongoing courses for underprepared students was reported as still needing to be done although it had been accomplished in psychology (p. 74).

Regarding the GCC 1985 Update, the reader is referred to page 132 for a discussion of progress in developmental education.

Also, the Update reported that the development of a consulting role for Learning Center staff in the areas of remediation, developmental education, and high-risk students had been completed. In addition, the establishment of sections of ongoing courses for underprepared students had been canceled as a study topic because the tutor program had provided an alternative approach for current assessed needs. The strengthening of college-wide integration of the Learning Assistance Program by establishing more cooperative programs across divisions was reported as a continuing effort via divisional counseling and new tutoring outreach efforts. The coordination with local secondary schools on underprepared students and basic skills instruction was discontinued due to lack of staff (p. 27).

The GCC Plans indicated 1 goal, 2 objectives, and progress in 7 areas concerning developmental education as shown in Table 31 on page 200.

Research Question IB4 - Retention

What steps are being taken to communicate to the high schools the necessary competencies students will require in college and to develop with them appropriate programs to prepare adequately? In addition, what

Table 31

GREENFIELD COMMUNITY COLLEGE
DEVELOPMENTAL EDUCATION

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update of Five-Year Plan	1984 First Biannual Follow-Up	1985 Update of Five-Year Plan
<u>Goals</u> Promotion of academic success through adequate learning resources and assistance in the Library, Media Center, and Learning Center. Pre-collegiate skill development not addressed.	<u>Progress</u> Establishment of a section of Psychology for underprepared students. Strengthening of college-wide integration of the Learning Assistance programs through more cooperative programs across divisions.	<u>Progress</u> Faculty developing new ideas for academic basic skills course. Pre-advising for high-risk students but no other coordination with local secondary schools on underprepared students due to lack of personnel.	<u>Progress</u> Development of consulting role for Learning Center Staff in areas of remediation, developmental education, and high-risk students. Continuation of development of cooperative programs across divisions via divisional counseling and new tutoring outreach efforts.
<u>Objectives</u> To provide direct and relevant assistance to students experiencing academic problems or to prevent such problems. To provide solid academic basic skill courses.	<u>Progress</u> Implementation of coordination efforts with local secondary schools regarding underprepared students and basic skills instruction.		

steps are being taken to assess incoming students to determine placement in appropriate courses?

The reader is referred to previous discussions in this chapter relative to access, admissions, and developmental education for each of the years covered. In addition, the GCC 1983-1988 Five-Year Plan listed under "Institutional Goals" in the section on "Academic Goals" the promotion throughout the curricula of student competency in writing, reading, critical thinking, computer use, and study skills. Also included was the encouragement of the development and utilization of learning resources, both human and material (p. 10). Included under "Student Services Goals" was the promotion of retention through appropriate procedures for assessment, advisement, registration, and monitoring of academic progress (p. 10).

In the Learning Assistance Program section under Program/Service Objectives, one of these was to promote the learning of study/reading skills across the curriculum. This was a medium priority and was to be completed in September, 1983 (p. 195).

A further objective was to identify those students who are deficient in basic skills and to provide assistance in an appropriate form and with sufficient dispatch to enable them to realize academic success. "This was a high priority and was to be ongoing" (p. 196). An activity in this area was "to establish a process for early identification, registration, advisement, and monitoring of high risk students." This was a low priority and was to be completed by June of 1984 (p. 196).

The GCC 1983-84 Update reported that, regarding the early identification, advisement, and monitoring of high-risk students, implementation of a process was beginning via use of the computer to post placement test scores on certain class lists and advisor lists (p. 34).

The GCC 1984 First Biannual Follow-Up reported that the promotion of the learning of study/reading skills across the curriculum was being addressed, and a special section of psychology was being taught "with special emphasis on students with low reading ability" (p. 72).

In addition, regarding the identification of and assistance for students deficient in basic skills, the Follow-Up reported that counselors were consulting with faculty, and the Coordinator of Developmental Programs was meeting monthly with developmental faculty. The Reading/Writing Specialist had also consulted with all divisions regarding the establishment of a Writing Center (p. 73). Further, the Follow-Up reported that the establishment of a process for early identification, advisement, and monitoring of high-risk students was in the discussion stage and tied to the College's data base for the Data General Computer (p. 73).

The GCC 1985 Update of Five-Year Plan reported that the establishment of a Writing Center had been completed in cooperation with the English Department (p. 26). Also an assessment of divisional needs for supplementary learning assistance programs such as a special math lab, had been completed (p. 26).

In addition, the computer program had been written to establish the process to identify, advise, and monitor high-risk students (p. 27).

The GCC Plans indicated 3 goals, 1 objective, and progress in 7 areas concerning retention as shown in Table 32 on page 204.

Research Question IB5 - Articulation

What steps are being taken to develop articulation between secondary schools and the community colleges and between the community colleges and the four-year institutions?

Regarding the question of articulation with four-year institutions, the reader is referred to previous discussions in this chapter relative to progress in the area of transfer activities.

Regarding the question of articulation with secondary schools, the reader is referred to previous discussions in this chapter on access and admissions.

Also, the GCC 1982-1988 Five-Year Plan listed as an activity in its Program/Service Objectives section on Admissions the hosting of an annual Franklin/Hampshire Guidance Association meeting and a Franklin County College Night in conjunction with Transfer Day (p. 202).

The GCC 1983-84 Update reported that the preparation of a program brochure in liberal arts and natural resources for high school and community college students had been completed (p. 23).

The GCC 1984 First Biannual Follow-Up reported that the first College day was held for both high school and GCC transfer students (p. 77).

The GCC 1985 Update of Five-Year Plan reported that a "Portfolio Review Day" to be an annual event for local and regional high school students was held by the Art/Graphic Arts Department with the Area

Table 32

**GREENFIELD COMMUNITY COLLEGE
RETENTION**

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update of Five-Year Plan	1984 First Biannual Follow-Up	1985 Update of Five-Year Plan
<p><u>Goals</u></p> <p>Promotion throughout the curricula of student competency in writing, reading, critical thinking, computer use, and study skills.</p> <p>Encouragement of the development and utilization of learning resources, both human and material.</p> <p>Promotion of retention through appropriate procedures for assessment, advisement, registration, and monitoring of academic progress.</p> <p><u>Objectives</u></p> <p>To promote the learning of study/reading skills across the curriculum - medium priority to be completed in September, 1983.</p> <p>To identify students deficient in basic skills and provide assistance - high priority and ongoing. An activity to accomplish this was to establish a process for early identification, registration, advisement, and monitoring of high-risk students - low priority to be completed by June, 1984.</p>	<p><u>Progress</u></p> <p>Implementation begun of a process to identify early, advise, and monitor high-risk students via use of the computer to post placement test scores on certain class lists and advisee lists.</p>	<p><u>Progress</u></p> <p>Promotion of learning of study/reading skills across the curriculum being addressed with special section of psychology being taught with special emphasis on students with low reading ability.</p> <p>Counselors consulting with faculty and Coordinator of Developmental Programs meeting monthly with developmental faculty.</p> <p>Reading/Writing Specialist consulted with all divisions on the establishment of a Writing Center.</p> <p>Establishment of process for early identification, advisement, and monitoring of high-risk students being tied to College's data base for Data General Computer.</p>	<p><u>Progress</u></p> <p>Establishment of Writing Center completed in cooperation with English Department.</p> <p>Completion of assessment of divisional needs for supplementary learning assistance programs such as a special math lab.</p>

Public schools. It was successful, and plans were to continue this project (p. 25).

In the section on strategies to improve recruitment and retention of minority and non-traditional students, the Update reported that the Behavioral Science Division was sponsoring annual open houses, and 12 high schools had sent more than 100 students to GCC in the course of one month (p. 35).

The GCC Plans indicated 1 objective and progress in 4 areas related to articulation as shown in Table 33 on page 206.

Research Question IB6 - Continuing Education

What steps are being taken to provide quality comparable to on-campus, state-supported instruction and to coordinate among institutions to maintain outreach and provide necessary educational services?

The reader is referred to previous discussion in this chapter on pages 133 through 135 relative to continuing education.

The GCC 1983-1988 Five-Year Plan contained nothing further. However, the GCC 1983-1984 Update of Five-Year Plan mentioned the assessment of student and community interests and needs. This was an ongoing process and was reported as being carried out through the College's newsletter (p. 33).

The GCC 1984 First Biannual Follow-Up provided nothing more. However, the GCC 1985 Update of Five-Year Plan again mentioned the Newsletter which was being funded largely through arts grants from local communities (p. 25).

Table 33

GREENFIELD COMMUNITY COLLEGE
ARTICULATION

Summary of Progress

1983-1988 Five-Year Plan	1983-1984 Update of Five-Year Plan	1984 First Biannual Follow-Up	1985 Update of Five-Year Plan
<u>Objective</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>
Host annual Franklin/Hampshire Guidance Association meeting and Franklin County College Night in conjunction with Transfer Day.	Completion of program brochure in liberal arts and natural resources for high-school and community college students.	First college day held for both high-school and transfer students.	Portfolio Review Day held by Art/Graphic Arts Department with area public schools - to be annual project.
			Behavioral Science Division sponsoring annual open house - 12 high schools sent more than 100 students to GCC in a month's time.

RESEARCH QUESTION IC - ACADEMIC PROGRAM PLANNING AND REVIEW

Research Question IC1 - Academic Program Planning

What steps are being taken to participate in regional planning efforts, and do the institutions have an appropriate planning process in place as mandated by the legislature?

HOLYOKE COMMUNITY COLLEGE

The HCC 1982 Phase-One Long-Range Plan contains a specific goal to "develop and implement a planning process that will enable the College to identify and respond to the changing needs of students, employers, and senior institutions" (p. 26). Several objectives were set forth as follows to accomplish this goal:

- implement a program of institutional and community research designed to forecast the needs of students, employers, and senior institutions;
- develop criteria and procedures for expanding, reducing, eliminating, or initiating academic programs and student services;
- redefine the role of program advisory boards in the planning process;
- develop articulation agreements with senior institutions to ensure that Holyoke Community College transfer-oriented curricula are appropriately designed;
- identify and support activities that increase faculty and administrative interaction with the business community and/or senior institutions;

- explore new opportunities and develop procedures that will lead to closer cooperation with Springfield Technical Community College and Westfield State College and other members of the Cooperating Colleges of Greater Springfield (pp. 26-28).

The HCC 1983 Phase-Two Plan repeated the same goal and objectives. The Plan also stated that not every trend could be responded to nor could every program which was seen as desired be implemented. New opportunities needed to be evaluated and data collected. The planning process must also identify declining needs as well as emerging ones. Planning projections needed to be based on regional as well as state and national trends. Frequent interaction with people from the business community and senior institutions was seen as necessary. The Cooperative Education program was cited as providing timely feedback on the placement opportunities and skills needed in particular fields. (pp. 24-26).

The HCC 1984 Long-Range Plan Update pointed to progress in the area of regional planning. A Director of Institutional Research and Development had been appointed who would be responsible for internal and community-based research projects (p. 48). Also, articulation agreements were being developed with senior institutions and statewide articulation agreements for business administration and engineering were being developed between the community colleges and universities. HCC had completed articulation agreements with Westfield State College and Western New England College in computer science and computer information systems (pp. 48-49).

Also, the PCC and CCGS had organized professional development activities for faculty and meetings of division chairpersons, deans and staff personnel. As a result, HCC students had enrolled in a technology course at STCC. Westfield State College students had enrolled in cooperative education at HCC (P. 49).

Advisory boards were also being restructured by combining existing boards, expanding membership, and/or creating new, more representative groups (p. 49).

A permanent long-range planning committee consisting of four administrators, one trustee, one professional staff member, one student, and four faculty members was established and was meeting regularly (p. 50).

The HCC 1985 Long-Range Plan Update contained much of the previous information and also discussed the Holyoke Community College Foundation's visitation program for business and community leaders, some of whom might be asked to serve on advisory boards (p. 60).

The Plan also set forth a number of program planning goals for specific curricula in both the Day and Continuing Education Divisions and again stressed the further development of additional articulation agreements with four-year colleges and universities to expand transfer opportunities and avoid duplication (pp. 63-67).

The Plans indicated activity in regional planning and clearly a planning process in accordance with the legislative mandate was underway.

Research Question IC2 - Academic Review

What steps are being taken to institute and maintain program review

processes as an essential part of the academic planning responsibilities?

The HCC 1982 Phase-One Plan contained a specific goal to "implement a program review process designed to ensure that Holyoke Community College's academic programs prepare graduates adequately for current and future employment and/or further study" (p. 32). This was seen as critical to maintaining excellence and providing the data for planning and resource allocation, and input from external sources such as employers, advisory boards, and senior institutions was to be sought (p. 32).

The following objectives were set forth to accomplish the goal:

- establish policies and criteria for the periodic evaluation of programs and support services;
- implement a program of institutional research designed to measure the effectiveness of current programs;
- expand the role of advisory boards and other external groups in the review process (p. 33).

The HCC 1983 Phase-Two Plan restated the goal appearing in the 1982 Phase-One Plan as well as the objectives in support of it. The Phase-Two Plan clearly stated that the College would implement the program review process designed by the Board of Regents requiring an institutional self-study and an outside evaluator. All curricula were to be evaluated periodically in addition to the annual review of programs exhibiting significant changes in enrollment or placement statistics (pp. 72-73). The College was to implement a program of institutional research which would allow for the collection of necessary

data for accurate evaluation of curricula. The Phase-Two Plan again called for input from the external sources mentioned in the Phase-One Plan (pp. 73-74). Subsequent to program review, the Dean of the College and Division Chairpersons were to develop a plan to implement recommended changes (p. 74). In addition, the Director of Institutional Research, when appointed, was to implement a comprehensive program of institutional and community research and would attempt to identify specific current and future competencies needed by students (pp. 74-75).

The HCC 1984 Long-Range Plan Update reiterated the goal and objectives previously set forth. In addition, it detailed the institutional review of six programs and statewide review of two other programs. Five additional programs were scheduled for statewide review in 1984-85 and four others scheduled for institutional review as well (p. 108). Preliminary steps had been taken to implement the suggestions of the evaluators, none of which were major (p. 109).

The research to be conducted by the Director of Institutional Research was rescheduled for the next year because of the workload facing the newly appointed Director of Institutional Research and Development (p. 111). The Plan for program review as set forth in the 1983 Phase-Two Plan did not require modification according to the 1984 Update (p. 111).

The HCC 1985 Long-Range Update again indicated that the Plan did not require modification. It had had a positive impact on curriculum design, and new courses developed as well as course sequences being revised. The Plan did suggest that the College expand its capabilities for institutional research including improving access to computerized

data on students and alumni to facilitate such research (p. 127).

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

RESEARCH QUESTION IC - ACADEMIC PROGRAM PLANNING AND REVIEW

Research Question IC1 - Academic Program Planning

What steps are being taken to participate in regional planning efforts, and do the institutions have an appropriate planning process in place as mandated by the legislature?

The STCC 1982-1987 Five-Year Plan contained a specific objective "to undertake a periodic review of the College on a planned and systematic basis as to its objectives, policies, organization, and long- and short-range plans" (p. 12). Planning processes were detailed by division. For example, the Engineering Technologies Division was to use national scientific and technologies trends and assess the current needs of the division in setting priorities for future growth and development (p. 72). The Health/Human Services and Nursing Division also would be future oriented with respect to current economic problems in Massachusetts and the hospital control law of 1982 (p. 116). Also, coordination and cooperation on a statewide basis was called for and the setting of priorities within the Divisions, College, Board of Regents, and legislature (pp. 119 and 121).

The STCC 1984 Five-Year Campus Plan Update included an appendix of information detailing the activities of the Springfield Area Public College Cooperative in planning and sharing of resources (pp. 1-13 of Appendix). There was also a separate section on current and new academic program development by division (pp. 7-24).

The STCC 1985 Five-Year Plan Update also contained detailed status and planning for the academic programs offered (pp. 2-106).

Regional planning was addressed through articulation and SAPCC efforts, and the plans produced over the period studied clearly indicate that an appropriate planning process had been developed and was continuing.

Research Question IC2 - Academic Program Review

What steps are being taken to institute and maintain program review processes as an essential part of the academic planning responsibilities?

The STCC 1982-87 Five-Year Plan specifically called for a Master Steering Committee to be established by the Board of Regents as well as for systematic program review and policy formation (p. 119).

The STCC 1984 Five-Year Plan Update did not refer to program review except as involved the SAPCC activities mentioned previously.

The STCC 1985 Five-Year Plan Update did contain a section on evaluation and review of academic programs which cited the requirement of the Board of Regents to initiate a program review process with external evaluation. The Plan indicated that the review process at STCC was closely linked with academic master planning and resource-allocation procedures. Review and accreditation reports were said to be comprehensive in breadth and scope (p. 2). STCC also fully subscribed to the planning assumptions set forth by the Regents (p. 3).

Clearly, the review process had been instituted and maintained as an essential part of the academic planning responsibilities.

GREENFIELD COMMUNITY COLLEGE**RESEARCH QUESTION IC - ACADEMIC PROGRAM PLANNING AND REVIEW****Research Question IC1 - Academic Program Planning**

What steps are being taken to participate in regional planning efforts, and do the institutions have an appropriate planning process in place as mandated by the legislature?

The GCC 1982-1988 Five-Year Plan contained a section on "Study Areas" which detailed a planning process using a number of study groups whose areas of study fell within the institutional goals previously discussed. The study groups were to develop reports and recommendations related to the institutional goals and priorities while providing a vehicle for the development and/or refinement of new institutional priorities (p. 35). The Study Areas section (pp. 35-44) also contained an extrapolation from Division and Department proposals presented in detail in the section on academic affairs (pp. 57-199).

A regional transfer agreement with Westfield State College in Criminal Justice was one of the study areas with a report date of 1984 along with the Development of off-campus offerings in Criminal Justice, also with a report date of 1984 (p. 36).

The solidification of more 2 + 2 agreements in Business Administration programs was another example of regional planning, and this study area had a report date of 1985 (p. 37). In addition, there was a study area concerned with establishing articulation agreements for transfer in the Liberal Arts-Natural Resources Concentration, and this area had a report date of March, 1984 (p. 37). Articulation efforts in

Nursing and related programs on an annual basis and in Liberal Arts-Math/Science Concentration and Food Science Concentration with a report date of December, 1984, were also included (p. 38). There was also a study area involved with consulting with transfer colleges regarding humanities transfer requirement with a report date of June, 1984 (p. 39). Also, the music curriculum was to be reviewed for possible 2 + 2 program implementation with a report date of June, 1985; and finally, an assessment of student and community needs was to be done with a report date of June, 1984 (p. 40).

The GCC 1983-1984 Update of Five-Year Plan did not contain any additions to the 1983-1988 Plan. It did report on the study area of a regional transfer agreement in Criminal Justice with Westfield State College which was deferred because further study relative to need was seen as required (p. 18). Also, the 2 + 2 agreements in Business Administration Transfer Programs was reported as completed (p. 19). The establishment of articulation agreements for transfer in the Liberal Arts-Natural Resource Concentration was also reported as completed (p. 19). The strengthening of statewide and regional efforts in articulation in Nursing and related programs was reported as completed as was the establishment of articulation agreements with transfer institutions for the Liberal Arts-Math/Science and Food Science Concentrations (p. 30). Finally, the consulting with transfer colleges regarding Humanities Transfer requirements was in abeyance with no formal discussions being held since all courses were currently being accepted; and the review of the music curriculum for possible 2 + 2

program implementation was underway with a report date of June, 1985 (p. 32).

The GCC 1984 First Biannual Update contained no additions and reported the implementation of 2 + 2 programs in music was still being explored (p. 40).

The GCC 1985 Update of Five-Year Plan reported Early Childhood Education had courses in order for transfer (p. 21), and additional articulation agreements with engineering schools were being sought (p. 22). The 2 + 2 program implementation in music was still underway with a report date of June, 1985 (p. 24). Finally, the assessment of student and community interests and needs was continuing largely through the vehicle of a Newsletter (p. 25). There was also a section on "New Initiatives" which included recommendations from faculty and staff and was divided into a) Priorities, b) New Programs and Services, and c) Study areas. These recommendations included continuing articulation efforts with five area colleges and working closely with the Governor's Economic Development Council's Committee on Rural Development (pp. 28 and 30). A further recommendation was to develop increased community linkages with business and industry to enhance cooperative education and job placement opportunities (p. 31). Attempts were being made to tie in the planning process with the budget process with budgetary requests being reviewed by faculty and administrative staff and mirroring the unit requests against the Five-Year Plan (p. 35).

GCC was clearly attempting to participate in regional planning efforts and did have a planning process in place as mandated by the legislature.

Research Question IC2 - Academic Program Review

What steps are being taken to institute and maintain program review processes as an essential part of the academic planning responsibilities?

The GCC 1983-1988 Five-Year Plan contained a section on program review which included several charts outlining the process for internal ongoing review and role of governance structure as well as the role and timetable for decision making and progress reports (pp. 50-55).

The GCC 1983-84 Update of Five-Year Plan updated progress in each of the institutional priorities as well as in the academic program and support services areas but did not add anything further on the review process.

The GCC 1984 First Biannual Follow-Up contained the update in academic program and support services areas but also did not add anything further on the review process.

The GCC 1985 Update of Five-Year Plan continued with progress reports on academic program and support services areas but also contained a section on program review and their incorporation into the Plan. A random sampling of ten divisions and departments indicated that following revisions of programs, recommendations were implemented immediately if no additional financial outlays were required (p. 34).

Further those departments and divisions scheduled for future reviews were in process of planning for them, and where financial outlays would be required, those were being included in the College budgetary process (p. 34).

The program review process had indeed been instituted and was being maintained as part of the academic planning responsibilities.

RESEARCH QUESTION II - FUTURE DIRECTIONS

Research Question III - Enrollment Management

Have the institutions submitted the enrollment plans due in 1986 which contain strategies being pursued to address the issue of declining enrollments through 1997? (The effectiveness of these strategies cannot be determined at this time because the outcomes will not occur for years to come).

HOLYOKE COMMUNITY COLLEGE

The HCC 1986 Enrollment Management Plan contained the following goal:

"Implement an effective and coordinated institutional outreach program designed to ensure that the College will achieve the forecasted enrollment levels" (p. 55) (enrollments forecasted from 1986 to 1991 - p. 54).

The objective in support of this goal was to:

"Plan and implement a comprehensive institutional outreach program designed to encourage the enrollment of traditional and nontraditional students" (p. 55).

The strategies to accomplish this objective were:

- Maintain a recruitment committee composed of faculty and administrators and at least one member of the Enrollment

Planning Committee which meets each semester to plan, coordinate, and evaluate outreach activities;

- Develop an annual advertising plan;
- Develop an annual public relations plan;
- Prepare each semester a calendar of visits to area high schools, community agencies, and regional college fairs;
- Schedule a college-wide open house at least every other year (p. 56).

The second objective in support of the goal was to:

"Plan and implement a curriculum-based outreach effort" (p. 56).

Strategies to accomplish this objective were:

- Develop comprehensive outreach plan for each division to reach prospective students of all ages who are interested in a particular field of study.
- Identify faculty members in each division who will coordinate divisional outreach activities and participate in college recruitment activities;
- Coordinate the activities of each division to ensure that individual efforts are compatible with the College's Long-Range Plan and the Enrollment Management Plan;
- Develop appropriate materials such as brochures, slide presentations, videotapes, and career guides to support divisional outreach efforts (p. 56).

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

The STCC Enrollment Projections Report included the following

objective:

Broadening the base of the potential applicant pool.

The strategies to accomplish this included:

- Campaign to bring the message of low-cost, high-quality education to the people of the region;
- Utilization of grant funds to target AFDC recipients and other displaced homemakers (developed in May, 1986);
- On-campus seminars to provide information about career programs, job prospects upon completion, day care services and financial aid (65 women attended, 50 of whom were expected to enroll);
- Special student services and support networks to smooth the path of high-risk students; and
- Project REACH to expose junior high-school students to the college environment and to the career opportunities available (pp. 3-4).

Specific Enrollment Objectives

- 1) Stabilize enrollment in the Engineering Technologies;
- 2) Increase enrollment in the Transfer and Service programs;
- 3) Slight decrease in the number of students admitted to the General Studies Division. However, larger number of students may be accepted for developmental courses prior to entering Health, Engineering Technologies, or Business Division programs;
- 4) Slight increase in enrollment for the Business Division

(Business Administration, Computer Information Systems, and Office Administration programs); and

- 5) Slight increases in the Health/Human Services Division programs with significant increase in the Cosmetology Certificate program (pp. 4-5).

Strategies were not stated; rather the projections were based upon environmental factors such as the preparedness of students and the career and transfer opportunities upon graduation (pp. 4-5).

The Enrollment Report concluded by stating that enrollment levels would have capped in 1987 and would remain approximately the same through 1991 (p. 7).

GREENFIELD COMMUNITY COLLEGE

The GCC 1986 Enrollment Management Plan detailed four objectives with accompanying strategies as follows:

Objective A. To maintain a stable ratio of enrollment from a declining high-school population.

Strategies:

- Expand upon the solid transfer image of the college through selective advertising and continuation of the strong humanities-community linkages now established;
- Expand and/or improve facilities in the humanities areas and also integrate with Westfield State College;
- Increase the number of 2 + 2 articulated transfer and/or "dual admissions" programs;
- Develop new service vocational programs and leisure/recreational programs;

- Increase recruitment of high school athletes (pp. 6-7).

Objective B. To increase adult enrollments at the College.

The strategies to accomplish this were:

- Develop a formal publicized experiential credit program including pre-screening, portfolio development, departmental assessment of credit, and possible 2 + 2 arrangements with similar four-year programs;
- Establish on-campus child-care facilities;
- Explore on-site education of local business employees and/or additional off-campus instructional sites;
- Develop additional adult-oriented "services" packages such as an Adult Development Center;
- Selectively increase recruitment of visa students from international areas where English is spoken or studied as a second language (pp. 7-8).

Objective C. Increase the recruitment and retention of minority students.

The strategies to accomplish this were:

- Develop recruitment and other publications with heightened minority appeal;
- Identify early the minority students while still in their high school classes, and expand college preparatory "outreach" activities;
- Expand facilities oriented toward educationally disadvantaged students of all categories;

- Continue current efforts to expand minority representation on the faculty and staff;
- Develop on-campus community-centered activities where minority representation is a component of the activity (pp. 8-9).

Objective D. To develop facilities, programs, and related services to improve the retention of enrolled students.

The strategies to accomplish these were:

- Institute a regular, rotational plan of student research;
- Develop an integrated practice model of student development in student service areas;
- Refine processes used in following up with applicants and informational inquiries;
- Explore methods to enhance advisement processes and follow-up on students who cease attending class without an exit interview;
- Develop additional facilities to enhance the convenience and attractiveness of the campus;
- Explore new methods of student orientation, registration, and early identification with program areas (pp. 9-10).

Finally, the Plan recognized that future budget considerations, availability of new data, and opportunities yet unseen might alter current efforts to effectively manage enrollment trends in the immediate future (p. 10).

SUMMARY

In this chapter, we have presented the information revealed by a study of the Long-Range Plans of Holyoke Community College, Springfield Technical Community College, and Greenfield Community College over a three-year period as they relate to the Research Questions proposed in this study.

The study revealed that the institutions placed heavier emphasis over a period of time on certain phases of their mission, such as program access, admissions, developmental education, and retention. This emphasis will be discussed in detail in Chapter Five along with suggestions for future research.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

The conclusions drawn from the study attempted in this dissertation will be discussed in this chapter as they related to the two research questions posed. In addition, recommendations will be offered for further research.

CONCLUSIONS

The analysis of the data in Chapter Four resulted in the following conclusions concerning the research questions as posed.

RESEARCH QUESTION I: HAS THE LONG-RANGE PLANNING PROCESS AT EACH OF THE CAMPUSES RESULTED IN PROGRESS IN THE FOLLOWING AREAS OF CONCERN?

Research Question IAI - Mission Statement

Regarding mission statement, each of the Plans studied did contain, in one form or another, a comprehensive mission statement endorsed by all major components within the higher education system.

This would support the view of Martorana as cited on page 25 of Chapter Two which indicated that there is a change from stress on institutional purpose and separate mission statements to that of multiple delivery systems and options for students as part of an overall state design.

Research Question IA2

Does each Plan contain a mission statement which includes an emphasis on:

- a. Excellence in instruction;
- b. Provision of associate degree;
- c. Programs in paraprofessional, technical, and service fields;
- d. Provision of transfer programs;
- e. Provision of certificate programs in specialized areas;
- f. Primary responsibility within the public system for basic skills assessment and developmental education programs; and,
- g. Provision of community service and continuing education programs, community development programs and services, and other special programs, cultural activities and services as needed and appropriate for the service areas?

Concerning Research Question IA2, the Plans of all the Colleges indicated that the issues of concern in the Research Question were addressed in one way or another with most of the emphasis by all three colleges on excellence in instruction, basic skills assessment and developmental programs, and community service and continuing education programs. Greenfield Community College had an additional emphasis on a need to expand in the provision of transfer programs.

The analysis of the Plans revealed an effort on the part of the institutions studied to be sensitive to societal trends and value shifts referred to in the literature by VanAusdle as noted on page 39 of Chapter Two. This was especially apparent in the effort and energy

directed toward basic skills assessment, developmental education, community service, and continuing education.

Research Question IB1 - Program Access

What steps are being taken to remove barriers to students such as costs, social and educational background and physical handicaps?

Concerning Research Question IB, the Plans of all the colleges indicate that the issues of concern in the research question were addressed with most of the emphasis by all three colleges on access, admissions, developmental education, retention, and continuing education, and slightly less emphasis on articulation.

RESEARCH QUESTION IC - ACADEMIC PROGRAM PLANNING AND REVIEW

Research Question IC1 - Academic Program Planning

What steps are being taken to participate in regional planning efforts, and do the institutions have an appropriate planning process in place as mandated by the Legislature?

Research Question IC2 - Academic Review

What steps are being taken to institute and maintain program review processes as an essential part of the academic planning responsibilities?

The issue of academic program planning and review as set forth in Research Question IC was addressed by the plans of the three colleges studied, and goals and strategies were established and defined.

RESEARCH QUESTION II - FUTURE DIRECTIONS

Research Question III - Enrollment Management

Have the institutions submitted the enrollment plans due in 1986 which contain strategies being pursued to address the issue of declining enrollments through 1997? (The effectiveness of these strategies cannot be determined at this time because the outcomes will not occur for years to come).

It is in the area of enrollment management that the plans seem to be somewhat lacking in terms of the strategies mentioned in research question III. The strategies and data do not provide specific information on what groups of students ought to be attracted to the institutions to offset the decline in the traditional student population. These include the elderly; the returning college graduate in need of additional or updated skills; minorities, and especially hispanic; and mature women who increasingly are finding job opportunities in traditionally non-female career fields.

SUMMARY AND SUGGESTIONS FOR FUTURE RESEARCH

A casual reading of the planning issues shows time and time again that the institutions identified the problems and established goals but could not accomplish the specific objectives tied to those well-defined goals because of a lack of financial resources.

Community colleges are indeed people's colleges where staffing is the highest priority and without positions and dollars the colleges are unduly restricted from serving their identified constituencies. The annual budget cycle has got to be changed because mission, goals, and specific objectives do not neatly follow a twelve-month calendar. We

must break away from an ingrained financial methodology which has no relationship to educational reality. Long-range planning goes beyond the budgetary calendar, and in the long run our present system costs us more dollars and cheats our most important natural resources, our people, out of gaining marketable skills.

Community colleges are not companies which are invested in to produce products on an annual basis. Rather, they are resource centers for individuals to obtain skills that can be translated into intellectual growth and marketable employment opportunities. This cannot be viewed in terms of an annual production cycle. The calendar for budgets does not suit the reality for accomplishing educational growth of the individual. The point is that people go to college to improve their situation in life, whatever it may be, ultimately to the overall benefit of the Commonwealth.

Perhaps a suggestion for future research would be to analyze the traditional budget cycle of twelve months which is based in law on outdated customs and traditions going back 200 years to the time of an agricultural society.

This is in conflict with the literature as cited in Chapter Two on page 40, specifically Coleman's view: "Planning and budgeting are intricately interwoven and have closely related, mutually supporting roles. Planning is an effort to determine and control the destiny of an institution. Budgeting is the pricing or costing mechanism which develops the blueprint for the Plans."

In addition, the importance of coordinating the planning and budgeting cycles was also stressed by Halstead as noted on page 27 of

Chapter Two. He states that education cannot be designed and financed on short notice. Education is a long-term investment requiring extensive preparation and responsive leadership.

The calendar is ruling the annual finance procedure and instead of finance being a tool for resources, it has become a restriction that prevents community colleges from making the educational progress designed into their long-range plans. The budget process does not complement long-range planning; rather it gives a reason why community colleges should not plan.

Indeed, in the history of public education in Massachusetts, long-range planning is a "novel" idea only attempted since 1982, and it is still not accepted as a valid process by the decision makers (Governor and Legislators) who continue to cling to a 12-month budget cycle because that's the way its always been done. Also, long-range planning is still not accepted by the professional educator who has seen a lack of evidence that the plans will be backed by the necessary financial resources which cannot happen in a 12-month budget cycle.

The burden of proof that long-range planning can work must fall to the community college professionals who must convince the Governor and the Legislature of the validity of the process. The case must be proven that the 12-month calendar is not the answer for community colleges.

A distortion of the planning process occurred in FY 88 when a statewide budget crisis caused the Governor to request reversions in this year's budget. This action sends a message to administration, faculty, and staff that planning is not only a joke but a tool that is unnecessary, unworkable, time consuming and ineffective at best because

dollars are taken on literally a week's notice. This is a disservice to the ultimate consumer--the student. It further will affect the so-called Massachusetts economic miracle because if the success of the miracle depends upon trained people, the training cannot be provided (which requires long-range planning) when the very dollar resources needed are reverted from the community colleges back to the State.

The worst aspect is the credibility factor that runs from the Governor, Legislature, and Regents back to the colleges. The real message is that in reality planning is ludicrous and will not be allowed to work. Education is a lifelong process that requires thought and effort in the classrooms and in the local administrative and staff offices and must be supported by dollars coming from the Governor and the Legislature. Without the dollars, educators will proceed on a yearly cycle and not look down the road to future needs of students.

As this paper has shown, at the local level the real needs of a college's service area can be identified and can be met through the implementation of successful programs. When those programs have been supported by budget dollars, they have been successful. The budget process fails when the Regents cannot convince a Governor and the Legislature of the colleges' dollar needs. The Regents spend too much time on control and supervision of institutions. Their entire agenda is concerned with the present and the past instead of the future. Their concern is often too centered upon accountability and current dollars, and this does not allow long-range planning to work as a tool to resolve future educational needs.

A budget is a moving train. The critical thing is to look up the track at what is coming, not just to look back at where the institutions have been. Public higher education will never increase its share of the state budget (between 6 and 7 percent for the last ten years) until there is an emphasis on future needs. The budget becomes an examination of what was done last year; it, therefore, should be enough to carry through next year. There never is an articulation which documents the need for more dollars for the future and rarely a pro-active role by the Regents--a role they have apparently abdicated. The executive branch loses sight of the higher education budget in the overall state budget; and it is never understood by the Governor and the Legislature that higher education is part of the solution, not part of the problem. Our mission is to provide well-trained people for the job market and to educate people for life and living. Educational institutions differ from the other state agencies in that they are future oriented. Their "products" are the fabric of the future of Massachusetts and they require long-range investment. If that investment is not made, there is a slow deterioration in quality and an opportunity lost to educate other citizens for life and productivity in Massachusetts. The other state agencies deliver services that are immediately consumed while educational institutions train people for the future. That difference has never been recognized or articulated to its potential in the budget process. The cruelty is the lack of measuring devices to show the student who dropped out because there wasn't a counselor, the top flight professor who left out of frustration to pursue a different career, and

the welfare mother who saw no way to improve her life and that of her children through education.

Massachusetts is a state poor in natural resources. We import oil and most raw materials. Our most important natural resource is found in our human resources that in the latter part of the 20th century need educational opportunity, but annual budget cycles act to restrict that opportunity.

The focus of education shifts continually according to need and/or current trends, and budgets based on the past are not an effective tool for the future. The calendar is a tool of the budget maker and often an enemy of the educator. Future research and study may provide further documentation of this concept.

Tuition retention on the surface may provide limited flexibility but in the long run will allow the Governor and the Legislature to destroy public higher education by forcing a continued rise in tuition. The Governor and the Legislature will be able to further cut dollars from the budget and will tell institutions wishing to expand to raise tuitions even more. The responsibility for resources rests with the Legislature which gave a mission to the colleges which can be summarized in three words - quality, access, and diversity. However, the Legislature is not willing to provide the necessary funds. If these dollars come from tuition, i.e., students, then access will be restricted, quality will be lowered, and diversity will be limited.

Education provides the opportunity for an individual to grow and to discover and be part of the American dream of the future. That future ought to be unlimited. Presently, the limits are imposed by a process

called the annual budget cycle. It is so ingrained in our thought and so much of our past that we just accept it as reality. This must change. Society is changing, and our funding process must change also. We have defined on the campuses as a tool a five-year planning process, and we have seen some positive results for students. The five-year planning process was mandated in law and represents only one side of the issue. The other side would have been for the Governor and the Legislature to also recognize the value of and the necessity for their providing a budget over a five-year period. Can we convince the Governor and the Legislature to change to a five-year budgeting process? If the will and the need is there, why can't the mechanics be changed. They are arbitrary and not used in private industry. Successful private companies allow millions of dollars for research and development which is often on cycles having little relationship with a twelve-month calendar. That is the challenge education must examine and meet in the future.

From the vantage point of thirteen years as a legislator and almost two years as Secretary of Administration and Finance, my observation is that change will come about only if the Legislature believes there is a crisis such as when the State took over public assistance from the cities and towns because of a crisis in services. For public higher education; the crisis mentality would become operational if a college failed to get accredited or closed because of the poor quality of students or faculty.

The Legislature has convinced itself that there is no need to change the budget cycle. It does not see any benefit to long-range

planning. In fact, individual legislators are often too preoccupied with present problems including health care, transportation, welfare, the environment, and others too numerous to mention. Consequently, their focus remains on the present and not on the future. Because of this preoccupation, one-year budgeting results in chaos. A classic example of this chaos is that the one-year planning was unworkable for FY88 and resulted in reversions for this fiscal year. The present budget process is so distorted that budgetary lawmaking which ought to be a window on the future degenerates into a process that can only be described as the mutual dissatisfaction of the interested parties. The result is unhappiness and frustration on the part of everyone involved with the system. Governors cannot carry out the law, legislators do not understand its ramifications, and colleges do not get the resources to serve their students - the consumers in this debacle. Ironically, there is nothing new in this process; indeed the great German Chancellor, Otto Von Bismark summed up my real thoughts when he is alleged to have commented after a particularly long legislative day that "If you respect the law or like sausage, do not watch either one being made."

The next Five-Year Plans need to be tied to fiscal solutions extending over the same period so that the educational delivery of community colleges will not be frustrated by lack of dollars and personnel since planning and budget are so closely interwoven. This is the challenge which lies ahead for long-range planning in the community colleges in Massachusetts.

Obviously, the appropriation of dollars regardless of the cycle, must be viewed in terms of demonstrated outcomes in an age where there

is an increasing demand for accountability since tax supported institutions of higher education perform a public service and should account to the elected officials who represent the taxpayers. This view is expressed by Schmittlein on page 23 of Chapter Two, and from my observation of Massachusetts, this is indeed true. This represents the status quo.

Schmittlein also says as noted on page 23 of Chapter Two that there is a second set of assumptions which hold that these institutions need to be insulated from an overly rigorous accountability to the public. Reality in Massachusetts is that they are not insulated as evidenced by the Regents mandate to plan in support of budget requests and also by the reluctance to overcome the institutional inertia imposed by annual budgets. This reality is supported in the literature by the observations of Martorana as cited on page 24 of Chapter Two relative to the provision of resources based upon "measurable," "demonstrable," and "stated" outcomes.

In the words of Robinson and Henderson as noted on pages 41 and 42 of Chapter Two, planning is here to stay, and we can use it to our advantage or allow others to misuse it to our disadvantage. Effective planning will increase our capacity to make intelligent decisions and help restore confidence in education. In the last analysis, whatever we do, whether we plan or do not plan, there will be a future. Do we want to determine that future by effective planning?

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APPENDIX I
Holyoke Community College
Mission Statement Analysis

	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
Research Question IA General Mission Statement (System)	"The Holyoke Community College Long-Range Plan has been developed within the guidelines and the mission for all community colleges as adopted by the Board of Regents in its Long-Range Plan."	No specific mention. Contained in 1982-83 Plan.	No specific mention. Contained in 1982-83 Plan.
Research Question IB Specific Mission Statement (College)	"The College shares with all community colleges of Massachusetts a commitment to excellence of academic instruction," indicating a "yes" answer in part to Research Question A2(a) "Programs for career-oriented students that emphasize the technical and conceptual skills needed to enter and advance in paraprofessional, technological and service careers." IA2(c) "Programs for transfer-oriented students that are equal in content and quality to the first two years of college level study at a four-year institution." IA2(d) (certificate programs not mentioned specifically but implied, and they have been developed since 1981 - see later Plans) IA2(e) Regarding IA2(f) no specific mention of basic skills assessment and developmental education programs although reference is made to the individual student and providing "education and counseling service to reduce academic, linguistic, social, psychological, physical, and financial barriers to student success." Holyoke Community College emphasizes quality instruction in small classes and personalized support services..."courses and programs to meet specific needs identified by local agencies... associate degree programs, credit and non-credit courses, seminars or workshops." In addition, "The College makes available to area residents its resources and facilities as a center for cultural, recreational, professional, and community activities." IA2(g) all pp. 12 and 13	No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan.	No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan. No specific mention. Contained in 1982-83 Plan.

APPENDIX II

Summary of Data from Long-Range Plans

	<u>HCC 83</u>	<u>GCC 83</u>	<u>STOC 83</u>	<u>HCC 84</u>	<u>GCC 84</u>	<u>STOC 84</u>	<u>HCC 85</u>	<u>GCC 85</u>	<u>STOC 85</u>
IA. Mission Statement	Yes	Yes	Yes	No specific mention. Contained in 1982-83 Plan.	No specific mention. Contained in 1982-83 Plan.	No specific mention. Contained in 1982-83 Plan.	No specific mention. Contained in 1982-83 Plan.	No specific mention. Contained in 1982-83 Plan.	No specific mention. Contained in 1982-83 Plan.
1. Endorsed by all	Yes	No	Yes	"	"	"	"	"	"
2. a. Excellence in instruction	Yes	Yes	Yes	"	"	"	"	"	"
b. Associate degree	Yes	Yes	Yes	"	"	"	"	"	"
c. Paraprofessional/ Career	Yes	Yes	Yes	"	"	"	"	"	"
d. Transfer	Yes	Yes	Yes	"	"	"	"	"	"
e. Certificate	No	No	Yes	"	"	"	"	"	"
f. Assessment and Developmental	Yes	Yes	Yes	"	"	"	"	"	"
g. Community Service and Continuing Education	Yes	Yes	Yes	"	"	"	"	"	"

IB. Access

1. Program access - cost, social and educational background, physical handicaps
2. Admissions - match students needs and abilities
3. Developmental education
4. Retention
5. Articulation with other levels
6. Continuing Education

IC. Academic Progress Planning and Review

1. Progress Planning - regional planning efforts
2. Program review - ongoing

ID. Future Directions

1. Submission of enrollment plans - due in '86
2. Extent pursuing strategies

